

# SOCIAL EDUCATION

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## Editor's Page

### KOREA

ONCE again the guns speak and men die, this time in Korea, which seems to some of us a far distant place and to others as close as parents are to the sons they cherish.

What shall we teach about Korea?

First, and above all, that final victory cannot be won on the battlefield. The people of Korea and the fighting representatives of the United Nations now in the field would have been saved from the horrors of war if men everywhere had been content to live under standards of justice and morality.

The late Carl Becker, one of our truly great historian-philosophers, drew upon the accumulated experience of a lifetime when, in 1941, he summarized the basic moral affirmatives upon which men everywhere could build together a new and better world. We quote him at length, for what he has to say touches the core of the problem we call "the Korean war":

Whatever success men have had since the Stone Age in lifting themselves above the level of brute existence has been the result of the slowly developing capacity of reason to distinguish fact from illusion and to prefer the values that exalt the humane and rational qualities of the human personality to the values that deny and degrade them.

To have faith in the dignity and worth of the individual man as an end in himself, to believe that it is better to be governed by persuasion than by coercion, to believe that fraternal good will is more worthy than a selfish and contentious spirit, to believe that in the long run all values are inseparable from the love of truth and the disinterested search for it, to believe that knowledge and the power it confers should be used to promote the welfare and happiness of all men rather than to serve the interests of those individuals and classes whom fortune and intelligence endow with temporary advantage—these are the values which are affirmed by the traditional democratic ideology. But they are older and more universal than democracy and do not depend upon it. They have a life of their own apart from any particular social system or type of civilization. They are the values which, since the time of Buddha and Confucius, Solomon and Zoroaster, Plato and Aristotle, Socrates and Jesus, men have commonly employed to measure the advance or the decline of civilization, the values they have celebrated in the saints and sages whom they have agreed to

canonize. They are the values that readily lend themselves to rational justification, yet need no justification.<sup>1</sup>

Americans must understand that the democratic way of life has been, as Becker observed, rooted in and nourished by these basic moral affirmatives. These values, not the industrial complex that produces our material wealth, have been and remain our ultimate source of strength, for because of them the energy of the American people has been freed for creative purposes. This generation must renew its commitment to these values. Given this commitment, we can as a people confidently accept the role of leadership in a tragically confused world.

The job of developing this understanding and of leading youth to this commitment is our supreme obligation as teachers, irrespective of the subjects we teach. In so doing, we shall be guiding our students down the road that leads to freedom and light.

There should be deep concern about the reaction of some Americans to the Korean war. We think of greedy hoarders and profiteers trying "to get theirs while the getting is good," each by his actions repudiating everything for which the war in Korea should and must stand. If, as we hope, the greed and irresponsibility is the result of thoughtlessness rather than cynicism, then all the more need for education to marshal the energy and idealism of youth in a new crusade.

We shall not march alone. The United Nations as an organization shares our commitment, as do many of the member states. Joined with them, we can throw our spiritual resources, supplemented by our material power, into the balance of "the struggle for the minds of men," a struggle of which the Korean war is, unfortunately, merely a tragic episode.

<sup>1</sup> Carl Becker, *New Liberties for Old* (New Haven: Yale University Press, 1941), pp. 148-150. We chanced upon this quotation while reading John L. Childs, *Education and Morals* (New York: Appleton-Century-Crofts, Inc., 1950). Both of these books should be on the reading list of every teacher.

# Geography: Recent Trends and Significant Literature

Clarence Woodrow Sorensen

THE study of geography has seen no spectacular, revolutionary changes in recent years. Many of the traditional currents of thought still run deep and strong. Yet recent times have brought significant changes in emphasis and some refinement of concepts. A consideration of these developments should help to reveal both what geography is, and what it is becoming.

## WHAT IS GEOGRAPHY?

PERHAPS the hottest topic of discussion among geographers during the last decade has been "what is geography?" Most teachers of the social studies, though they may not be professional geographers, could profit by joining in this discussion. Its merits are obvious. For example, there appears to be confusion in some quarters regarding the place that geography should have in the curriculum. A substantial part of this confusion might well disappear if the persons involved would examine critically the essential character of modern geography. Certainly it is too much to expect agreement on the contribution that geography can make to education when there is a general vagueness about the nature of geography itself.

By far the most important critical study of this topic, in English, is *The Nature of Geography* by Richard Hartshorne.<sup>1</sup> It was first published

In these pages, the author, an associate professor of geography at Illinois State Normal University, reviews some of the significant literature in the field of geography published, for the most part, after the National Council's Nineteenth Yearbook, *Geographic Approaches to Social Education*, appeared in print. This article should be a useful supplement to the Yearbook, which was edited by another geographer, Clyde F. Kohn.

Reprints of this and other articles in this series dealing with newer interpretations in the social sciences may be secured for ten cents each. Write to Merrill F. Hartshorn, Executive Secretary of the National Council.

in the *Annals of the Association of American Geographers*<sup>2</sup> and has twice been reprinted in book form. Colby says it "constitutes a major milestone in the literature of geography. It is a 'must' publication for serious students."<sup>3</sup> In commenting on the second printing, another geographer wrote, "Altogether the geographical profession owes Hartshorne a profound debt."<sup>4</sup> The paeans of praise were not universal. Some very able students of geography would define the field in slightly different terms. But it is an almost unanimous opinion that Hartshorne's work is the major American study of its kind.

At first glance this book seems rather formidable. There are almost 500 pages of solid text. It appears to have been written primarily for professional geographers. Many of the topics discussed are not directly related to the problems of the social studies teacher. But there are sections which have a very direct bearing on these problems. Fortunately, the work includes excellent summaries. Also, a carefully written abstract was added in the second printing.

The thoughtful teacher might well begin by reading the nine-page abstract and Hartshorne's ten-page conclusion to the study as a whole. Following this overview, reference may be made to individual sections for more detailed study, as time and interest permit. This procedure will familiarize the reader with the major conclusions of the author and demonstrate that a careful study of the nature of geography is well repaid.

The reader will discover a number of recurring themes in Hartshorne's work, one of which is that geography is essentially concerned with the study of area. "Obviously there are many different ways of studying the world, but since men as indi-

<sup>1</sup> Hartshorne, Richard. *The Nature of Geography*. Lancaster, Pa.: The Science Press, 1939, 1949.

<sup>2</sup> Vol. XXIX (1939) 171-658.

<sup>3</sup> Colby, Charles C. "Recent Publications in Geography." *Alumni Reading Lists*. Chicago: University of Chicago.

<sup>4</sup> Klimm, Lester E. "The Nature of Geography, A Commentary on the Second Printing." *Geographical Review* 37: 486-90; July 1947.



viduals, and as individual groups, do not in any very full sense live in the entire world, but each in a relatively restricted area of the world, one of the most significant methods of studying the world is to study it by areas."<sup>5</sup> "No other subject has pre-empted the study of area. . . . If one were to establish a different discipline under the name of geography, the interest in the study of areas would not be destroyed thereby. The subject existed long before the name was coined."<sup>6</sup>

Within these areas, what kinds of things do geographers study? Hartshorne explores this question. "Of all the vast heterogeneity of material and immaterial phenomena that may be observed in any area, which are significant for geography?"<sup>7</sup> In the course of answering the question, he quotes another writer who puts it this way: "Present-day geography includes events as well as patterns and material conditions, facts of social life as well as of nature."<sup>8</sup> But from this vast array of facts it selects those "that contribute significantly, both in themselves and in their causal relations to other variables, to the total complex of areal differentiation."<sup>9</sup> The phrase "causal relations" emphasizes that in his interpretative study of area, the geographer is particularly interested in *related* phenomena, of whatever kind they may be. "Phenomena which exist in an area but in no relation to other phenomena in that area . . . are not . . . of concern to geography."<sup>10</sup>

Hartshorne does not suggest, however, that geography can therefore be called merely a science of relationships. "In geography . . . relationships form the connecting links between heterogeneous . . . phenomena, uniting them in the single study. But we give an entirely different orientation to a field if we focus the attention on the connecting links, rather than on the sum total of phenomena inter-connected in areas."<sup>11</sup> Again, "To insist that for phenomena to be geographically significant they must be causally interrelated with other regional phenomena, is not to define geography as the study of relationships: if we say that a house cannot be built of bricks without mortar, we are not saying that a house consists of mortar."<sup>12</sup>

#### AN INTEGRATING STUDY

IN CONSIDERING the place of geography in the curriculum, teachers may well ponder Hartshorne's challenging comment to the effect that geography itself is an integrating study. "The naked, schematic study of the systematic sciences divides up reality into academic compartments."<sup>13</sup> It is the function of geography, however, to "integrate the materials that other sciences study separately, in terms of the actual integrations which the heterogeneous phenomena form in different parts of the earth."<sup>14</sup> In this way geography makes a unique contribution to human society, since it organizes diverse fragments of knowledge in harmony with the needs of the individual, whose problems may stem from the particular combination of features, human and natural, which happen to co-exist within the horizon of his own experience. As Platt points out, "Generally life comes to people with unassorted localized phenomena to be dealt with together, not fitted with single categories systematically sorted."<sup>15</sup>

In trying to make clear the nature of geography, Hartshorne again and again discusses the position of geography in relation to other sciences. His conclusions make stimulating reading, indeed. "Almost all modern geographers are agreed that geography cannot adapt itself to the conventional division between natural and social studies; not only does geography as a whole fit into neither group, but neither can it be divided into two halves, natural and human."<sup>16</sup> Again, "Since geography . . . must examine phenomena in the actual complexes in which they are found, it is impossible for it, in practice, to separate natural and human phenomena."<sup>17</sup>

The most telling comparisons are those between geography and history. "Geography and history are alike in that they are integrating sciences concerned with studying the world. There is, therefore, a universal and mutual relation between them, even though their bases of integration are in a sense opposite—geography in terms of earth spaces, history in terms of periods of time."<sup>18</sup> "As history studies the character of different times, so geography studies the

<sup>5</sup> Hartshorne, *op. cit.*, p. 131.

<sup>6</sup> Sauer, Carl, as quoted by Hartshorne, *Ibid.*, p. 130.

<sup>7</sup> *Ibid.*, p. 237.

<sup>8</sup> *Ibid.*, p. 241.

<sup>9</sup> *Ibid.*, p. xi.

<sup>10</sup> *Ibid.*, p. 242.

<sup>11</sup> *Ibid.*, p. 120.

<sup>12</sup> *Ibid.*, p. 243.

<sup>13</sup> *Ibid.*, p. 461.

<sup>14</sup> *Ibid.*, p. 460.

<sup>15</sup> Platt, Robert S. "Problems of Our Time." *Annals of the Association of American Geographers* 36: 14; March 1946.

<sup>16</sup> Hartshorne, *op. cit.*, p. 368.

<sup>17</sup> *Ibid.*

<sup>18</sup> *Ibid.*, p. 463.

character of different areas and places."<sup>19</sup> "The interpretation of present geographic features requires some knowledge of their historical development: in this case history is the means to a geographic end. Likewise the interpretation of historical events requires some knowledge of their geographic background: in this case geography is the means to an historical end. Such combinations of the two opposite points of view are possible if the major emphasis is clearly and continuously maintained on one point of view."<sup>20</sup>

#### SKILL IN MAP READING

GEOGRAPHERS not only have been talking much about the nature of their field, they also have been talking much about maps. This is a perennial topic, for the map is one of the distinctive tools of geography. In education, it is geography alone that assumes any major responsibility for helping youngsters learn to read maps.

*The Story of Maps*, by Lloyd A. Brown,<sup>21</sup> is a magnificent addition to the authoritative literature in this area. The author puts it plainly, "There is no other such chronicle in print."<sup>22</sup> This does not mean that most of the information is new. Rather, it has never before been presented in such coherent fashion. Withal it makes interesting reading. And while you read you may want to keep a brief survey of world history on the arm of the chair for reference.

*The Story of Maps* is a narrative plus. The reader will find a clear account of how the earth took shape on maps and stories of some of the colorful figures who helped draw the maps. Equally important, he will see the significance of the development of maps for society past and present. And many readers may be surprised at the opinion that, although the broad outlines of the world are filled in on maps, perhaps not "a hundredth part of the land surface of the globe is surveyed in sufficient detail for modern requirements."<sup>23</sup>

*The Round Earth on Flat Paper*<sup>24</sup> is more on the practical side for those concerned with teaching children the use of globes and world maps. This little book, published by the National Geographic Society, includes an extended de-

scription of the Society's map services. Also there are notes regarding map projections, notes that may appear to be in the mathematical stratosphere. But the drawings, photographs, and related text, showing what happens when the round earth is represented on flat paper, are really superb. This is the kind of book that the resourceful teacher can wear out with pleasure.

#### URBAN GEOGRAPHY

THE study of the city undoubtedly is growing in importance in American geography. Griffith Taylor, in his *Urban Geography*,<sup>25</sup> observes that "The study of Urban Geography is yet in its infancy."<sup>26</sup> If so it is a lusty infant. Publications indicate that serious research is going forward in the field. At the last meeting of the Association of American Geographers,<sup>27</sup> a major section was devoted to urban geography.

Teachers may find *City Region and Regionalism*, by Robert E. Dickinson,<sup>28</sup> much more useful than Taylor's book. Dickinson is much less doctrinaire. Furthermore, Dickinson gives far more attention to such matters as the relationships between town and country and the arrangements within particular cities. These matters probably are of greater concern to a teacher interested in an analysis of the local urban situation than Taylor's "zones and strata"<sup>29</sup> concept of the evolution of cities.

In this connection, teachers will be delighted in looking at two new books which demonstrate both interest in urban settlement, and interest in the local community. One is *Surging Cities*,<sup>30</sup> published by the Greater Boston Development Committee as a secondary school textbook. It was designed primarily for use in Boston, but could be used with profit in any school in the nation. The first part of the book is a fascinating account, beautifully illustrated, of the growth of cities in general and the associated problems for the people who live in them. The second part is a rich study of Boston. Fortunately, this study is not too sugar coated in tone. It realistically outlines some critical local problems, reports on what is being done and the way it is being done,

<sup>19</sup> *Ibid.*, p. 142.

<sup>20</sup> *Ibid.*, p. 463.

<sup>21</sup> Boston: Little, Brown and Co., 1949.

<sup>22</sup> *Ibid.*, p. 3.

<sup>23</sup> *Ibid.*, p. 11.

<sup>24</sup> Chamberlin, Wellman, and Grosvenor, Gilbert. *The Round Earth on Flat Paper*. Washington: National Geographic Society, 1947.

<sup>25</sup> New York: E. P. Dutton and Co., 1946.

<sup>26</sup> *Ibid.*, p. 15.

<sup>27</sup> Forty-sixth Annual Meeting at Clark University, Worcester, Mass., April 5-8, 1950.

<sup>28</sup> London: Kegan Paul, 1947.

<sup>29</sup> Taylor, *op. cit.*, p. 79.

<sup>30</sup> McCroskey, Theodore T.; Blessing, Charles A.; and McKeever, J. Ross. *Surging Cities*. Boston: Greater Boston Development Committee, 1948.

and indicates what the students themselves can do about the unfinished business.

A somewhat similar book is *Building Atlanta's Future*.<sup>31</sup> The arrangement is entirely different, but the goal is the same: "A constructive study of Atlanta as a growing city . . . (for the) youth of today who will be responsible for the continuing growth of Atlanta."<sup>32</sup> Like the study of Boston, this is a secondary school text that was planned for Atlanta's schools, but which is valuable for reference anywhere. Among many distinctive features are the descriptions of Atlanta's regional setting, communities in Atlanta, and "How to meet our challenge."

These two books are not labeled as geographies. In fact, some of the authors may be surprised at this reference to them. Yet much of the material is distinctly geographic in character. And much of the rest of it makes a direct contribution to geographic understanding. In any event the labeling of data should scarcely be of primary concern. As Dickinson points out in the preface to his book, "I am fully aware that some of its material and argument is marginal to geography. . . . But it would be futile and sheer frustration to circumscribe study in this field . . . by the arbitrarily fixed limits of particular disciplines. What matters is the problem. Nevertheless, I have sought to base the approach throughout on a logical application of the concept of geography. . . . to the interpretation of the urban settlement."<sup>33</sup>

#### HISTORICAL GEOGRAPHY

THE recognition of historical geography as a distinctive branch of geographic study continues. The outstanding recent book is the late Ralph Brown's *Historical Geography of the United States*.<sup>34</sup> In an earlier work, the familiar *Mirror for Americans: Likeness of the Eastern Seaboard, 1810*,<sup>35</sup> Brown recreates the geography of eastern North America in the early nineteenth

century. That book was arranged as if it were a contemporary account written by an imaginary Mr. Keystone. Brown's later work drops this kind of impersonation. The result is a straightforward, textbook-like study of the historical geography of the nation.

This is a trustworthy book. The author is no hobbyist out to prove any particular theory. A reviewer of Brown's work speaks of "a product of the ripe scholarship of a distinguished student of geography."<sup>36</sup> Ralph Brown himself refers to "a dozen-year research program culminating in this book."<sup>37</sup>

Brown's *Historical Geography* is distinguished as much by what is excluded as by what is included. Teachers will look in vain for a connected narrative of American history, however brief. Instead, "This is a survey of the character of American regions in earlier times."<sup>38</sup> Perhaps one should add *selected* regions at *selected* earlier times since obviously not all areas could be described for all times.

The first "time" is colonial. For this period Brown presents a vivid picture of the geographical circumstances under which people from Europe took possession of the land and made land and sea productive. Then he contrasts the settlements and habitats of the French, English, and Spanish colonists. But understand, he does not propose to tell the story of settlement itself. That, he would insist, is the function of history.

The scene then shifts to "The Atlantic Seaboard at the Opening of the Nineteenth Century." Those who have read Brown's *Mirror for Americans* will find much that is familiar here as well as much that is new. A welcome contribution, here and elsewhere, is an insistence upon the need of looking at the environment as it was viewed in the earlier time. As Brown points out, "Men at all times have been influenced quite as much by beliefs as by facts."<sup>39</sup> For example, "The belief that the iron plow poisoned the soil had no basis in fact, but we are not justified in discarding this belief as a reason for the delay in the use of the implement."<sup>40</sup> If people *thought* it poisoned the earth, then that belief may have held back the use of the plow quite as effectively as if the iron actually had contained poison.

<sup>36</sup> Review by Lawrence Henry Gipson in *The Geographical Review* 38: 508; July 1948.

<sup>37</sup> Brown, *Historical Geography of the United States*, p. v.

<sup>38</sup> *Ibid.*, p. iv.

<sup>39</sup> *Ibid.*, p. 3.

<sup>40</sup> *Ibid.*

<sup>31</sup> Evey, John E., Jr.; Demerath, Nicholas J.; and Breland, Woodrow W. *Building Atlanta's Future*. Chapel Hill: University of North Carolina Press, 1948.

<sup>32</sup> *Ibid.*, p. v.

<sup>33</sup> Dickinson, *op. cit.*, p. xiii-xiv.

<sup>34</sup> New York: Harcourt, Brace and Co., 1948. Teachers may wish to compare Brown's work with the classic studies of Ellen Churchill Semple who pioneered in exploring the historical geography of the United States. See Ellen Churchill Semple and Clarence Fielden Jones, *American History and Its Geographic Conditions*. Cambridge, Mass.: The Riverside Press, 1933.

<sup>35</sup> New York: American Geographical Society, 1943.



Other sections of Brown's work deal in somewhat similar fashion with other regions of the nation in still other times. In all cases the emphasis is on the circumstances of the initial occupancy by white settlers. There is no detailed treatment of any area for a date later than 1870.

The reading of Ralph Brown's *Historical Geography of the United States* may help to make clear the distinctions which geographers profess to see between history, geography, and historical geography. Admittedly the boundaries are not always sharp, and the differences may at times be subtle.

History which takes account of geographical circumstances is not historical geography. Derwent Whittlesey refers to an "environmentally conditioned history" that has "been called historical geography."<sup>41</sup> But he questions "calling it geography, because it is organized in the chronological frame traditionally the province of history."<sup>42</sup> In Hartshorne's words, "Whereas we commonly assume that the term 'geography,' when used without qualification, refers to a cross-section through the present, we may use the term 'historical geography' for an exactly similar cross-section through any previous point of time.

"We may make the parallel situation of the two fields complete by saying that, while history is concerned with the integration of phenomena in periods of time, it must recognize more or less separate histories for each major area of the world. Likewise geography, integrating phenomena in areas, recognizes separate geographies of each period of time. . . . That historical geography is to be considered simply as the geography of past periods is a view on which there is perhaps more agreement among geographers than on almost any other question of definition in our field."<sup>43</sup>

The contribution of historical geography to education need not be elaborated. Certainly an awareness of the geographical relationships of past times will enrich the understanding of the present. In fact it may be an essential "corrective to the shallow (exclusively) contemporaneous view of geography."<sup>44</sup>

#### CONSERVATION

**I**N THEIR investigation of different areas, geographers long since came to see the im-

portance of natural resources for human society. A logical extension was a deep concern for the conservation of natural resources. This remains a major phase of geographic work and is reflected in a wide variety of publications.

One of the best reviews of conservation literature, from the viewpoint of geography, is "Renewable Resources: A World Dilemma—Recent Publications on Conservation" by Wilma Belden Fairchild.<sup>45</sup> Two of the books reviewed are well known to many teachers: *Road to Survival* by William Vogt<sup>46</sup> and *Our Plundered Planet* by Fairfield Osborn.<sup>47</sup> According to Mrs. Fairchild, "Few writers have stated the case for conservation with greater effect and vigor than William Vogt. . . . With the unmistakable authority of wide personal knowledge and experience Mr. Vogt interprets the crisis that has arisen from the explosive increase in world population on the one hand and the inexorable decrease in the carrying capacity of the land on the other. . . . Fairfield Osborn deals with the same problem of too many people, too little sustenance."<sup>48</sup>

But this is no uncritical review. There is another side of the coin. "The remorseless logic of Messrs. Vogt and Osborn is not going unchallenged. Charles E. Kellogg throws down the gage with his article 'Who Says the Earth Can't Feed Her People?'"<sup>49</sup> It is Dr. Kellogg's belief that enough food could be produced to feed twice the world's present population, through technological advances in lands already being cultivated and through the addition—in theory at least—of some 11½ billion acres of podzol and tropical soils to the cropland area."<sup>50</sup> Certainly most geographers would agree to this extent with Kellogg. One cannot measure precisely the population supporting capacity of land, except in terms of a given technology and culture. If these change, so may the productive potentialities of the land. All one needs to do is compare a field of hybrid corn in Illinois with the "full" use of the same land by Indian peoples a century and a half ago.

<sup>41</sup> Whittlesey, *op. cit.*

<sup>42</sup> Fairchild, Wilma Belden. "Renewable Resources: A World Dilemma—Recent Publications on Conservation." *The Geographical Review* 39:86-98; January 1949.

<sup>43</sup> New York: William Sloane Associates, 1948.

<sup>44</sup> Boston: Little, Brown and Co., 1948.

<sup>45</sup> Fairchild, *op. cit.*, p. 88-89.

<sup>46</sup> Kellogg, Charles E. "Who Says the Earth Can't Feed Her People?" *Successful Farming* 46:31, 106-9; November 1948.

<sup>47</sup> Fairchild, *op. cit.*, p. 89.

<sup>41</sup> Whittlesey, Derwent. "The Horizon of Geography." *Annals of the Association of American Geographers* 35: 31; March 1945.

<sup>42</sup> *Ibid.*

<sup>43</sup> Hartshorne, *op. cit.*, p. 185.



## ENVIRONMENTAL DETERMINISM

OTHER significant currents in geographic thought can be identified as readily as the foregoing. They are reflected in numerous journal articles, if not in books devoted exclusively to the topic. Several deserve mention, in part because they have been much discussed in the past and are of major significance in appreciating the nature of modern geography.

Environmental determinism seems to have plagued the teaching of geography in the public schools for years. Too often there appears to be an implicit suggestion that because people live in one kind of place or another that there is some compulsion about the way they must live. But geographers are agreed that in discussing the people who live in any locality "it is essential to avoid giving the impression that people *must* do what one finds them doing. If human beings were not possessed of reason and were not capable of choice, there would be no point in social education."<sup>51</sup>

To illustrate, "In equatorial regions savage life is natural, but all the other forms of life there are natural also. There are not only jungle savages living in many different ways but also in the same region many people who are not savages and are under no inducement to become so. On the contrary, some of them are engaged in horticultural enterprises as highly developed as any in the world. In addition, there are innumerable untried possibilities for other ways of living. . . ."<sup>52</sup> The geographer, then, will recognize no energizing initiative, no compelling force, no dictatorship in the environment—though he recognizes as all men must that there is an intimate association between human society and environment. Though it is within the limits set by the habitat, it is man that decides how he will use the resources of the habitat.

## MICROGEOGRAPHY

THERE appears to be less discussion than formerly in geographic circles about microgeography, the detailed study of a very small tract of land. This case study technique probably is becoming as well established in geography as in

many other fields. Just how small an area must be to be micro, no one says. But certainly the literature indicates that research is continuing in these dimensions.<sup>53</sup>

The outstanding textbook based on a series of micro-studies is *Latin America: Countrysides and United Regions* by Robert S. Platt.<sup>54</sup> Writing in *The American Journal of Sociology*, Platt, perhaps the foremost protagonist of micro-studies, reasons as follows: "Microgeography represents a necessity from which there is no escape in geographic observation. In viewing the world the geographer is limited in his direct vision to the same immediate landscape as that within the ken of the local inhabitant. Therefore, in field observation he can do no better than begin with local details, recognizing in the immediate landscape the essential substance of the large pattern of occupance and of the natural setting. . . ."<sup>55</sup> Of course, one must appreciate "a fact which has always been implicit in microgeography: that the little spot . . . is included only because of its larger significance in relation to the world. . . ."<sup>56</sup> Hartshorne observes that the purpose in presenting "a study of a small area of no special importance in itself" is "to provide an accurate illustration of the representative character of a larger region, too large to permit of such intensive study."<sup>57</sup>

Recent geographic literature bears many evidences of the geographer's conviction that an examination of the field at first hand is basic in his research. The late, great Isaiah Bowman put it this way: "What the laboratory is to the physicist, the *field* is to the geographer."<sup>58</sup> A similar viewpoint is expressed by others. "To study a landscape in the open is the most effective way to learn geography, because it comes closest to

(Continued on page 317)

<sup>53</sup> See, for example, Raymond E. Murphy, "The Economic Geography of a Micronesian Atoll," *Annals of the Association of American Geographers* 40:58-83; March 1950. Charles B. Hitchcock, "Empresa Borsari—Italian Settlement in Tierra Del Fuego," *Geographical Review* 39:640-48; October, 1949. And Ronald L. Ives, "The Sonoyta Oasis," *The Journal of Geography* 49:1-14; January 1950.

<sup>54</sup> Platt, Robert S. *Latin America: Countrysides and United Regions*. New York: McGraw-Hill, 1942.

<sup>55</sup> Platt, Robert S. "Environmentalism Versus Geography," *American Journal of Sociology* 53:357; March 1948.

<sup>56</sup> Platt, Robert S. "Problems of Our Time," *Annals of the Association of American Geographers* 36:1; March 1946.

<sup>57</sup> Hartshorne, *op. cit.* p. 456.

<sup>58</sup> Bowman, Isaiah. "Geographical Interpretation," *The Geographical Review* 39:359; July 1949.

<sup>51</sup> Parker, Edith. "Gaining Insight into Human Problems," *Geographic Approaches to Social Education*; Nineteenth Yearbook of the National Council for the Social Studies. Washington: The Council, 1948. p. 13.

<sup>52</sup> Platt, Robert S. "Environmentalism Versus Geography," *The American Journal of Sociology* 53:352; March 1948.

# Three Valleys: A Fable for Moderns

Kenneth V. Lottick

THERE was, in the olden time, in a remote and inaccessible country, a valley of the most surpassing beauty. Herein the inhabitants did both delve and spin and, indeed, work most diligently in field and forest. However, such was the nature of men, there was never enough for all—there was feasting for a season and then came the ravages of famine—there were those who prospered and those who also sickened and died. Consequently, the natives of the valley lived from hand to mouth and there was murmuring against the government.

So at length the ruler, Rex by name, called his subjects together and spoke of his plan for their well being. And, having done with his oration, he placed, at the city gate, a huge receptacle which he dedicated to their use. And around the edges of the box he wrote in letters of gold for all to read: "From each according to his ability; to each according to his need."

And, indeed, it did seem that the good king had solved their problem; for the box was kept well filled and each, doing as directed, lived a well-ordered life. And the murmuring ceased as the daily deposits and withdrawals were made from the box. The children played in the streets and neither famine nor want appeared. And many called the place "The Valley of Contented Hearts."

But, little by little, a change came over the faces of the inhabitants. At first the shadow was almost imperceptible; then it gradually grew until there was no longer any doubt of its existence. As, at the high tide of summer, a cloud, springing up from nowhere, will finally obscure the sun and fill the sky with lightning and the earth with torrents, so the people of the valley lost their great estate. For there were those who sulked by the chest, clutching under their cloaks the fruits of forest and field, and, never deigning to look toward the box with its proper inscrip-

tion, sought their own dwelling places that they might lay up a store.

And there were those who failed to go forth into the fields under the delusion that the contents of the box would supply them forever. And there was envy and malice and treachery and deceit. And men called this place "The Valley of Shrunken Souls."

\* \* \*

AND there was likewise another country, a kingdom by the sea, in which a time of troubles occurred because of a dearth of the commodity which men were wont to use in daily commerce. But copper there was, in great plenty, and the citizens of this kingdom waited daily at the water's edge to trade it to those seafarers who, by chance, touched upon their shores. But even this expedient did not furnish enough of the desired commodity and the people of this land began to fancy that their lives were wearisome.

So finally there arose among them a great leader, a captain in the king's army, who devised a plan. "Let us make, of our copper, tools which we may send to the faraway countries and in exchange obtain the product of which we stand in need," he cried; "and let us build seafaring vessels in which to carry our goods abroad; and let us build also a great fleet, a navy of warships, to protect the vessels which carry the goods to the far-off lands." And people thought that this was good and so it was done!

The tools and ornaments of copper were beautiful to behold, and the ships with their great white sails resembled nothing more than the great white swans of the peaceful lakes of the kingdom. But the warships! Ah, those; they were the most beautiful of all. For they resembled great eagles; indeed, at their prows stood eagles fashioned of burnished copper. And the engines of war that they carried—these were beautiful too! There were catapults, and the scorpio, the ram, and the drawbridge. And there were great kettles in which pitch might be boiled—the same to be hurled upon the enemy—that is to say, those who would not receive their goods, or those who attempted to bar their way. And the swords were of bronze, their spears of bronze, and their

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The author of this article is an associate professor of education at Willamette University in Salem, Oregon.

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breastplates of iron. And when one beheld their potential destructiveness one was both amazed and charmed—for it was clear that none could stand in their way.

Thus, many a marauding expedition was affected! And the cities became repositories of treasure. And there came a day when the whole island was theirs. And then one cried, "Let us master the world-island; let us bring our 'way of life' to those who now sit in darkness." So Dux became their king! And the preparations were made, the forges bellowed, the sailmakers wove madly far into the night, and the armament fashioners worked without ceasing.

And a mighty shout arose as that great fleet sailed forth from the harbor; prayers were offered, the libations poured, and religion called upon to witness this great triumph of man's inventive genius.

But that mighty fleet which sailed so auspiciously never returned; its sails and hulls were shriveled by the power of a mightier magician who had learned to harness the power of the rays of the sun. And theirs became a land of widows and parentless children; their mighty city fell, and the country was rent asunder. A desolate waste now marks the outline of their grandeur—even their boundaries are now only a memory.

\* \* \*

NOW there was yet another country in which the inhabitants of a fertile valley began to counsel one with another. For, indeed, the Four Horsemen of the Apocalypse had invaded their valley. And War with his evil leer and Pestilence with the loathsome face and Famine with her bag of bones swept the country. And everywhere rode the apparition on the pale horse, which is Death.

"Let us choose a king," the people cried and it was even as they ordered. Then King Lex called for all to appear before him and, in a confident voice, began to make a division of labor in this manner: A quarter of the people were set to gathering the weapons and placing them in the fort for ready reference in time of trouble; another fourth was sent into the forest to seek out the lairs of game and of fish; a third quarter was sent into the fields to plow and sow; and yet another fourth was set to the building of a storehouse, large and commodious.

And the people wondered at his plan. "Now give me of your produce," ordered Lex, "every third part, which shall be stored against the day of evil occurrence." And the people murmured

against him and shouted, "What's mine is mine," and there was talk of a revolution. But in the end they did as he had commanded and the country prospered. Famine came but the people received her not as the storehouse held ample supply. Then came the barbarians from across the steppe but the arms were ready and this attack was not repeated. But Pestilence came not, for the dead had been deeply buried. And the rider on the pale horse came not either, except for the aged and those who had grown weary in well-doing. And the infant was safe in the cradle for the young man went not out to war nor the maiden to nurse the wounds of those maimed by war and they mated and the happy voices of children filled the land.

Indeed, the success of Lex was marvelous; for in fact it sprang in part from his ability to exhort for egalitarianism; it was he who furnished the watchwords and the strong rallying cries for the people. He, indeed, introduced such popular phrases to identify his system as "Let us share the earth's bounty" and "Divide our resources." Nor did he himself profit either by the taking of a wife or in the amassing of great wealth. Thus, in his valley, there was not the disdainful glance of pelf nor yet the suppliant simper of poverty.

But there were those who, Cassandra-like, raged against Lex and, no doubt, his forbearance was remarkable for he took no action against them. Thus, some spoke of him as merciful and some as just, and many called him wise.

But the aged men, the elders of the state, still took counsel with one another. For it was clear to them that he held great power and they wondered, one with another, whether so benign a successor could be raised up for the protection of the valley in the day of his setting sun.

\* \* \*

BUT what of the attributes of our Valley? Are they as evident to us as are the blind spots of these allegorical valleys?

Let us listen to the promise of American life as revealed by our commentators or previewed by American leaders. For instance, there is the "American Dream" of James Truslow Adams, "that dream of a land in which life should be better and richer and fuller for every man, with opportunity for each according to his ability or achievement . . . (which) if we are to make come true, we must all work together, no longer to build bigger, but to build better."

Lincoln consecrated himself to a government



"of the people, by the people, and for the people;" Jefferson wrote that "the idea that institutions established for the use of the nation cannot be touched or modified . . . may, perhaps, be a salutatory provision against the abuse of a monarch, but it is most absurd against the nation itself." Franklin Roosevelt spoke in defense of "A Third of the Nation" and challenged "money-changers" in the temple. Yet in the words of Dixon Wecter, the chronicler of the great depression, rugged individualism became "ragged individualism" and the "American Dream" a nightmare.

Nevertheless, in our valley, both historically and philosophically, a dedication has been made to "democracy" as a way of life. To define this democracy may appear difficult but its necessities are not incomprehensible. It postulates the immeasurable worth of each individual and, in its highest form, attempts his re-dignification by allowing the full play of his potentialities. This means that both his integrity as a man and his availability as a citizen must remain untouched; at the same time he is held to account for his responsibility to the great association of which he is a voluntary member. Thus, the fountain head of democracy is individual integrity and civic responsibility. These are the essential elements of a well-regulated society.

The man-in-the-street frequently refers glibly to this resolution of opportunity and duty as "liberty within the law," but this implication seems superfluous; these expressions relate only to different aspects of the peoples' power, *i.e.*, their ability to make law signifies merely their original willingness to so circumscribe their own actions; their "liberty" is only the governor of their individual responsibility. Nevertheless, even under the democratic society, a sacrifice of personal sovereignty has, of necessity, taken place; consequently, eternal guardianship of the thin line between the collective will and the undisciplined will of the many is all that can assure that this sublimation has not been futile.

Thus we are brought immediately to the problem of values—the yardsticks by which we live, by which we think, and through which we govern. It is the province of education, both institutional and non-school, to achieve the development of these determiners of the themes of our culture. Moreover, the unconscious transmission of this heritage plays the larger part in the inculcation of our value system. This does not, however, absolve the school from its responsibility for the formation of attitudes and standards. Indeed, because of the differing socio-economic levels existent within our society, and the failure of the church to reach a majority of our people, it is the duty of the school to assist in the formulation and teaching of the measurers in our value system.

Yet an immediate danger exists in the determination of these formulations! A scene in Dante's *Inferno* pictures a man on the shores of hell engaged in mortal struggle with an enormous serpent. As rapidly as he overcomes the power of the enemy, he is metamorphosed into the snake which then becomes the man; the conflict, our guide tells us, will continue throughout eternity. And so it shall be with us if we, in defense of our valley, set up the system of the adversary and become transmuted into the serpent.

Two questions demanding positive answers remain. Can education choose a social order? Can it offer the new synthesis which is to overcome the cycle of history foreseen by Spengler and Toynbee? Dare education equip its youth, who will have to choose between policy systems in adult years (if the catastrophic climax which waits behind tomorrow's horizon is to be averted), with a framework of truer values, with the power to analyze, to discriminate, to synthesize, and, above all, with the will to act upon their convictions? Indeed, the intensity of this moment involves nothing less than our "freedom to learn."

With intelligence and the forwardness to diagnose our ills, it can be done!



# Steamboats on the Western Rivers

Louis C. Hunter

Condensed by Robert E. Riegel

THE steamboat, like practically every mechanical complex of importance, was the product of many men working with a common heritage of technical knowledge and equipment and impelled by a common awareness of need. In America both the experimental and the practical beginnings of steam navigation occurred on the rivers of the North American seaboard, but the new mechanism was quickly transferred to the western rivers, where a new mode of transportation was most needed. One westerner wrote in 1815: "The puny rivers of the East are only as creeks, or convenient waters on which experiments may be made for our advantage."

Within five years of the practical successes of Robert Fulton and John Stevens in the East, steamboat navigation was begun on the western waters. Fulton and Livingston sought to protect their investment by obtaining exclusive steam navigation rights but their requests were denied or ignored by all but the Territory of Orleans. Having obtained a grant of exclusive rights on the lower Mississippi, Fulton and his associates proceeded with their plan of establishing steamboat service over the entire length of the rivers from Pittsburgh to New Orleans.

The Fulton-Livingston monopoly soon re-

ceived the opposition of smaller independents, but the inevitable difficulties and costs of pioneering, the loss of vessels through disaster, and, by 1815, the death of Fulton and Livingston, would seem to be explanation enough of the faltering of an enterprise that began with such ambitious plans. While the Fulton group failed to justify socially the steamboat monopoly which they attempted to enforce, the operation of their steamboats focused western attention upon the new mode of transportation and its possibilities, and by demonstrating a measure of practical success, gave an original impetus to western steamboating that was of genuine importance.

The boom in steamboat construction which began in 1818 rested in large part on the hopes of gain aroused by reports of handsome profits, but what most impressed the public was the extraordinary rapidity of steamboats. By the middle fifties the larger and faster boats frequently made regular business trips from New Orleans to Louisville in five and one-half to six days or at an average speed, including all stops, of about ten miles an hour. Along with greater speed went lower rates, caused not only by the rapid growth in steamboat tonnage and the establishment of highly competitive conditions, but also by the steady improvement in steamboat construction and operation. Especially important was the resulting reduction in time of trips accompanied by a proportionate reduction in most expenses.

Despite their rapid increase in number, cargo capacity, and efficiency, steamboats did not, as might be assumed, quickly displace the older river craft. For some time keelboats, flatboats, and rafts not only survived but increased in numbers and importance. After the development of small steamboats of light draft, keelboats were of negligible importance on the main trunk lines of the river system, but they continued for many years to play a vital role on many of the tributary streams. The older downstream craft, of which flatboats were the predominant type, displayed even greater vitality.

When Robert E. Riegel, professor of history at Dartmouth College and a member of the Advisory Board of this journal, offered to condense Hunter's social and economic history of steamboating in the West, we quickly accepted, believing that the volume contains a great deal of information useful to teachers of American history.

We here express our appreciation to Dr. Riegel for his contribution, to the author for his cooperation, and to the Harvard University Press for its generous permission to digest this volume.

Readers whose appetites are whetted by the condensation can secure the book itself by writing to the Harvard University Press, Cambridge, Massachusetts. *Steamboats on the Western Rivers* sells for \$10.

## MECHANICAL DEVELOPMENT

**S**TRUCTURALLY the first steamboats of the West differed little from seagoing vessels in their models and proportions. Hulls were deep and well-rounded, with projecting keels and a marked sheer fore and aft. Ship captains were brought from the seaboard to command the rising freshwater marine and, it is said, were accustomed to shout their orders in true nautical style through speaking trumpets.

The awkward age of the western steamboats was virtually at an end by mid-century. By this time the western steamboat had assumed the lines and proportions which have since become so familiar. Paddle wheels, now enclosed in circular housings, increased in size, reaching to and rising above the line of the hurricane deck. Chimneys, set somewhat farther aft as the vessel was lengthened, passed up through the superstructure instead of directly forward of it. An enlarged pilothouse was moved somewhat aft, and the vessel as a whole lost the warehouse-on-a-hulk appearance which marked many of the earlier steamboats.

To obtain lightness of draft in relation to tonnage and cargo capacity became the primary object of steamboat builders. The true western river steamboat was first and last a shallow-water boat. Builders early began to increase the length and the breadth of the hull, at the same time decreasing the depth, although the traditional account which credits Henry M. Shreve with these developments is not substantiated by the dimensions of his famous steamboats. Boats gradually were built with lighter and much less timber, while the problem of weight was attacked with equal success in the construction of the superstructure. The steamboat builders with great ingenuity increased the length-depth ratio for greater speed and lightened the construction of the hull by developing the hogframe or "bow-frame."

The introduction of the high-pressure engine in the West was primarily the work of Oliver Evans, and occurred within the first ten years of the steamboat age. It proved admirably suited to the requirements of western river navigation. Henry M. Shreve exercised a substantial influence upon its development, but too little is known of his engine to allow the sweeping claims made on his behalf. Added power was obtained principally by using larger cylinders and by increasing the number of engines and the size and number of boilers.

In spite of all their remarkable qualities, western steamboats possessed several serious

operative weaknesses; they wasted fuel; they wore out quickly; and their accident rate was abnormally high. These defects were in part the result of ignorance, in part the price necessary for important operating characteristics, in part a by-product of the pioneering process in the West with all its haste and waste. They were attributable no less to rough handling than to poor design and faulty construction. The western steamboat, like the American ax, the revolver, and barbed wire, was a typical mechanical expression of a fluid and expanding frontier society which was ingenious in attaining ends but careless in the choice and use of means.

On the map the Mississippi-Ohio river system presents an impressive picture. The trunk lines alone of this great system of inland waterways are measured in thousands of miles, and when the principal tributary streams and their affluents are added, the aggregate length of the inland waterways system must be reckoned in tens of thousands of miles. But if attention is confined to streams navigable by steamboats of two hundred tons for at least six months in the year, the total is greatly reduced. As late as 1909, after tens of millions had been expended on river improvements, there were only 2,500 miles of minimum six-foot channel on the entire western river system. Moreover, drought and frost periodically crippled and often paralyzed river transportation. Only occasionally, even on a major stream such as the Ohio or the upper Mississippi, did a full year pass without interruption of navigation.

## OPERATING PERSONNEL

**T**HE captain of a steamboat left the immediate direction of the vessel much of the time in the hands of the pilot and mate, and gave his attention primarily to over-all direction, particularly to the management of the boat as a business enterprise whose active head and part owner he usually was. Technical competence in a captain was very desirable but not indispensable. The mate was directly under the captain in the over-all management of the steamboat. He appears in the record chiefly as the shouting, cursing gang boss, dominating men by brute strength and intimidation, aided usually by a piece of cordwood or a capstan bar.

The actual direction of the steamboat while under way was in the hands of the pilot. Much proclaimed as the king of rivermen, he was for many years the most highly skilled man on the boat and at times the best paid. His skill and knowledge were entirely practical in character

and without theoretical basis. His judgment was based not only on surface indications, on knowledge of landmarks, on an accumulated store of experience, and on a sense of distance and speed, but also on the changing feel of his boat in response to differences in depth, in the character of the river bottom, and in the velocity or direction of the current. Published reports of surveys by the United States Engineers did not contain information in sufficient detail to be of immediate practical value; various river guides or "navigators" were of much greater importance, while firsthand experience was supplemented with newspaper reports of river conditions and the mutual exchange of information at various meeting places of rivermen along the waterfront.

The steamboat engineer never commanded the wages nor shared the prestige of the pilot. His job was a hot, greasy, and generally thankless one, performed out of the public view and commanding little attention or interest save when something went wrong. Although the engineer's position demanded skill and knowledge inferior to that of no other officer on the steamboat, in general his attainments fell far short of the ideal. In fairness to the much criticized engineer, however, it must be recognized that his task was no easy one. The engines and boilers in the steamboat engineer's charge rested on a floating foundation that worked and strained under the buffeting it received in its passage along the rivers, against current and through storm, up rapids and over bars, crashing now and then into snags, banks, and other obstructions and colliding with other vessels. The man who ran the steamboat engine had no easy routine of putting machinery in one-way motion once or twice every day and giving his attention the rest of the day to a leisurely round of oiling, cleaning, polishing, and minor repairs and adjustments.

Part of the price to be paid for the great benefits of steam navigation was a succession of disasters in kind and scale unprecedented in the peacetime experience of the West. Of the major causes of disaster, snags damaged and sank large numbers of steamboats and caused heavy property losses, but were responsible for relatively few disasters involving great loss of life. Collisions did not rank as a major class of steamboat accidents either in number or in loss of life and property. Fires and explosions were the most destructive as well as the most spectacular of steamboat accidents in those unrestrained decades before the passage of the steamboat act of 1852. But in total casualties, in the amount and

degree of suffering, in the number of major disasters, and in the generally dramatic character of their occurrence boiler explosions outranked every other class of steamboat accidents.

#### AS A BUSINESS INSTITUTION

**W**ESTERN river transportation during the heyday of the steamboat was preëminently the field of small-scale individual enterprise. Few large fortunes were made; on most parts of the river system no dominating figures appeared. The rivers were public highways, free and open to the use of all without restriction, toll, or expense of maintenance, so that men of small capital could enter the field of steamboat transportation as independent operators. Approximately two-thirds of all steamboats throughout the steamboat era were owned by four men or less, and nearly one-fourth of them were owned by single proprietors.

On the basis of the kind of service provided steamboats fell into three broad classes: transients, packets, and line boats. Down to the fifties transients were the most numerous class. They were the tramps of the rivers—free lancers roving wherever business beckoned. They carried passengers and freight at rates that were ordinarily lower than those of the packets or lines and that often touched rock bottom, but the service lacked punctuality, regularity, and reliability.

To meet the need for greater regularity and reliability of service there developed the packet and then the line. The packet made regular trips at stated intervals. The line consisted of two or more steamboats offering packet service in a given area; it usually represented to some extent an attempt to limit competition among packets previously operating as independents in the trade. Packet and line boats ran to fixed schedules, departing from terminal ports at definite hours on appointed days. Usually no attempt was made to maintain a very close schedule at intermediate points or in arriving at the other end of the run. The type of line organization which prevailed during the most active decades of the steamboat era was a loose, informal, and impermanent arrangement. The boats participating in the line were separately owned and with slight qualifications independently operated. They were bound together in a loose agreement to make departures at fixed times and in a regular order. There was ordinarily no pooling of receipts, no division of business, and hardly anything that might properly be described as central management or direction.



Specialization was slow to come to the western steamboat. It carried both passengers and cargo, and the cargo included livestock as well as packaged goods and occasionally bulk commodities. Only occasionally were efforts made to separate the freight and passenger business, and the development of the towing business in the post-Civil War years marked the first break with the traditional conduct of the steamboat business. About the same time various industrial interests, particularly coal operators and lumber companies, found it desirable to own and operate their own steamboats.

Financially, steamboating was an enterprise which in the beginning held out glowing prospects of reward, and which eventually offered steamboat owners little more than the opportunity to engage in a competitive struggle from which few emerged with noteworthy success. The distinctive features of steamboat finance were low fixed charges, including overhead, high operating costs in relation to capital investment, and high insurance and depreciation charges. On the one hand, the keenly competitive and particularly hazardous nature of the enterprise tended to keep the rank and file of steamboat operators much of the time in a precarious marginal position, while the prevalent low level of business efficiency made it possible for the shrewder operators to do very well for themselves. On the other hand, the rapid growth of the West mitigated the consequences of the competitive struggle and, so long as the position of the rivers was not challenged, kept the steamboat business as a whole out of serious straits, though without enabling most owners of steamboat stock to realize hoped-for profits.

#### STEAMBOAT LIFE

THE steamboat not only introduced a rustic people to the age of machinery and steam but to most of those who lived along or traveled on the rivers it probably gave the first significant contact with art—at least art of a sort. Indeed, it became a synonym for elegance and beauty to a generation captivated by the florid and ornate. To the predominately backwoods population of the West "steamboat gothic" was an esthetic experience comparable only to that which an urban proletariat of a later day was to receive from cinema-palace rococo.

The cabin passengers formed the aristocracy of the steamboat. They had an entire deck to themselves, free from undesirable contacts with the lower orders of steamboat society and some-

what removed from the annoyance associated with the operation of the machinery and the handling of cargo. In time the main part of the western steamboat cabin consisted of a long and narrow saloon flanked on each side by a row of staterooms. To a generation accustomed to travel in the cramped quarters and tortured confinement of a stagecoach, the steamboat's staterooms were a luxury indeed.

Elegant as the staterooms often seemed they paled before the splendor of the central apartment which they bordered, the saloon. Elegance bordering on magnificence was the keynote in the decoration of saloons. Rich carpets, ornamental paintings, lustrous draperies, gleaming mirrors, ornate chandeliers, furniture of mahogany or rosewood upholstered with velvet or plush came to be regarded as necessary in steamboats of the first class. To be complete the ladies' parlor, in addition to the ordinary articles of furniture, required sofas, rocking chairs, and, above all, that touchstone of refined elegance in the antebellum years, a piano.

On the finer boats, at least, the food was for many as overwhelming an experience as the splendor of the cabin appointments. The long tables which occupied the center of the saloon were usually laden with foods of many kinds. One traveler reported the table as "literally covered with dishes, wedged together as closely as a battalion of infantry in solid square." Meat was the mainstay; vegetables were few, and milk as well as butter was often lacking or poor in quality. Sometimes surfeit was added to abundance by serving more than the customary three meals a day.

Only a thin layer of planking separated the gilt splendor and "conspicuous waste" of the cabin from the miserable squalor of the deck quarters below. Never was the contrast between well-to-do and poor thrown into sharper relief than on the larger and finer steamboats of the western rivers. In the deck quarters of the steamboat the American boat of a classless society found plain denial. Not only did the deck passenger live under conditions as harsh as those of the cabin traveler were easy, but along with the deck crew he bore the brunt of the hazards of steamboat operation, often paying with his life for the necessity which obliged him to travel on deck. What space remained after all other needs were met was placed at the disposal of the deckers, with little attention to cleanliness, and frequently the bunks were objects to be avoided rather than sought. In general, deckers brought



their own food and utensils and prepared their own meals, with scant provision for the primary essentials of sleeping and eating.

The crew of the steamboat fell into three groups: officers, cabin crew, and deck crew. The minimum staff of officers on most steamboats included, in addition to the captain, a clerk, two pilots, two engineers, and a mate who enjoyed accommodations similar if inferior to those of the cabin passengers. The deck crew, with employment irregular and uncertain, lived under migratory conditions that were usually harsh and often brutalizing. They bore the brunt of the hardships and dangers of steamboat life. They had no quarters which they could call their own, except for the occasional provision of a tier of bunks on one side of the cargo room. On various provocations they were beaten, knocked down, and clubbed; at times they were even stabbed, shot, or thrown overboard.

#### PEAK AND DECLINE

THE decade preceding the Civil War, often referred to as the golden age of steamboating, was marked by depression and misfortune and by the beginning of the trend which within a few years was to relegate steamboats to a minor role in the economic life of the West. The increasing diversion of traffic to the railroads, the shifting routes and changing direction of internal commerce, and the growing severity of competition among steamboatmen were the basic factors in this decline. The clearest evidence of the growing strain and burden of competitive practices on the rivers in the fifties was the increasing resort by steamboatmen to devices for checking and restraining competition, and particularly combinations in one form or another.

Steamboat combinations assumed a variety of forms. Steamboat owners adopted minimum tariffs, allotted days or hours of departure, exchanged shares in each other's boats or agreed to load in turn. Lines reached understandings as to rates. Associations were organized to reach agreements on rates and other matters of common interest. General conventions of steamboatmen were called to discuss among other matters schemes for uniting the whole western steamboat interest in a great happy family in which cut-throat competition would be outlawed. Still later, pools were organized, and finally in the seventies combination entered the stage of consolidation.

The outbreak of the Civil War was a serious blow to all the interests associated in the move-

ment of commerce up and down the Mississippi Valley, but by the summer of 1862 the advance of Federal control accompanied by the general revival of business in the country in response to war demands, brought boom times to the rivers. But with the end of the war, the boom conditions passed; from the late sixties to the late eighties, western steamboat tonnage declined 33 per cent. The railroads succeeded in diverting not only most of the passenger and express traffic but also the greater portion of the traffic in all classes of manufactured goods. The one development which held promise of a general revival of river commerce was the marked expansion of the towboat and barge system.

Steamboating on the western rivers never recovered from the depression which followed the boom times of the Civil War. The decline of river traffic is reflected in the steady decrease of steamboat tonnage. In 1909 a survey of water transportation in the United States reported that on the lower Mississippi there were no longer any through packet lines. On the Ohio River the Louisville and Cincinnati line was the largest organization of its kind. It operated six boats, the three largest of which averaged 766 tons and the rest 107 tons. Steamboat traffic was thus reduced to a minor movement of package freight and farm products to and from the larger river cities and a highly localized short-distance flow of goods between small river communities, hundreds of which had little or no rail service. Even this remnant of traffic displayed little vitality, dwindling steadily before the continuing encroachments of railroads and interurban lines, and finally succumbing in the automobile age with the spread of trucking.

BUT what of the historical service of the steamboat? Without the steamboat the advance of the frontier, the rise of cities, the growth of manufacturing, and the emancipation of an agricultural people from the drab confines of a frontier economy would all have taken place, but they would have been slowed to the tempo of keelboat, flagboat, and canal barge and to the tedious advance of stagecoach and wagon train. The growth of the West and the rise of steamboat transportation were inseparable; they were geared together and each was dependent upon the other. The record of the steamboat's development reflected the horizontal extension of territorial settlement and the upward climb from a plane of relative self-sufficiency to one of economic interdependence.

# The National Blood Program and Social Education

Arch W. Troelstrup

THE alert teacher seeks constantly for teaching resources which give added meaning to textual material. The National Blood Program of the American Red Cross is a community activity which has in it much that is meaningful for the social studies teacher and his pupils. The study of this program will help in satisfying the following objectives, which are usually included in social studies courses:

1. To understand the interdependence of individuals;
2. To understand the programs of community health and social agencies;
3. To understand the importance of voluntary participation in the affairs of the community;
4. To understand the evolution of health and social agencies, private and governmental;
5. To understand the influence of health and social agencies on the economic life of the community.

This program has meaning for pupils now, in that they are all potential recipients of the medicine-blood. It will have meaning for them in adult experience at a later date, in that they will also be potential donors, as well as potential recipients, of blood. The only source of blood as a medicine is the healthy human being.

## ORIGIN OF THE PROGRAM

ONE of the few positive by-products of war is found in the acceleration of attention to means by which lives can be saved and the in-

Education for social competence has meaning to the extent that it is related to the day-by-day processes of community life. In this article the author, chairman of the Department of Consumer Education at Stephens College, Columbia, Missouri, and chairman of the Boone County (Missouri) Chapter of the Blood Program, suggests ways and means for making the National Blood Program of the American Red Cross a vital educational experience.

jured more quickly restored. Between World Wars I and II and during and since the last war, the men and women of medicine came to a full realization of the value of whole blood and blood derivatives as life-saving and life-sustaining medicine. During the last war, over 13,000,000 pints of blood were contributed to the armed forces by the people of this country. The vehicle through which they expressed this humanitarianism was the American Red Cross. The record shows further that 97 percent of men injured in wartime military service survived. The doctors say that whole blood and plasma contributed greatly to that achievement. It was only natural that a peacetime program should be proposed. In the search for an agency which could best operate such a program, the American Red Cross was again turned to. Having a chapter in every county in the country, having great numbers of volunteer workers, and having resources from generous contributors, it was well equipped to accept this major assignment.

There are thirty-four Red Cross regional blood programs in America. Expansion is planned so that the program will help provide blood and blood derivatives to doctors in others areas where blood requirements are not being met.

The blood program has also been organized so that it may be rapidly expanded to help take care of a national emergency.

Under the program, blood and its derivatives are made available to doctors for use with their patients, with no charge for the blood or products. The only charges are the usual ones for laboratory and administration services.

## PEACETIME NEEDS

ALLEN V. HEELY wrote, "One of the problems of a democracy is precisely how to keep that sense of urgency in time of peace. . . ." The peacetime use of blood in medical practice is an excellent example of the importance of this statement. Everybody understood the need for blood during the war, but few realized that be-

cause of the increased uses found for blood, the peacetime needs are equal to, if not greater than, wartime needs. One of the exciting assignments of the social studies teacher is to help her pupils find romance and social stimulation in the peacetime concerns of the community—such as the need for blood. By making adequate blood supplies available to physicians, this program reduces man-hours lost and gives people a sense of security in the event they or their friends or relatives need blood. This is a sharp illustration of the interdependence of all people. It is a superb example of what can be accomplished by well organized voluntary effort.

Social studies teachers, in particular, have an opportunity through the American Red Cross Blood Program to create community services and stimulate youngsters to be partners in a "new kind of citizenship." This modern kind of democratic citizenship is best expressed in the "Thank You" leaflet that blood donors receive at a Red Cross blood center: "You can be proud all your life of what you have done today. At least one other person will be grateful for it all of his life. For to him or her, this pint of blood that you have given can mean the difference between life and death."

#### SUGGESTED ACTIVITIES

**F**OLLOWING are some questions which may suggest activities that will assist the pupils in reaching the objectives previously listed:

1. How is the use of blood as a medicine an example of the interdependence of individuals?
2. Why do people donate blood?
3. Why is the donation of blood sometimes called "an expression of the highest form of humanitarianism"?
4. How does the operation of the National Blood Program in a community offer opportunities for all people to make contributions, regardless of race, religion, social standing, or financial status?

5. How is the National Blood Program organized in a community?

6. What is the role of the volunteer in the National Blood Program?

7. How does the National Blood Program affect the health of the community?

8. What is the history of the National Blood Program?

9. How does the National Blood Program affect the economic life of the community?

10. In the operation of a blood program, what are the values of the community cooperative efforts other than that of supplying blood?

11. How can people who cannot give blood for physical or age reasons help the community blood program?

12. What are some of the uses of blood and blood derivatives by physicians in treating their patients?

#### RESOURCE MATERIALS

**T**HE following materials may be secured through your Red Cross chapter. They may be used in regular class activities or for assembly or club programs.

1. Booklets:
  - a. *Medical Uses of Blood, A Manual for Secondary School Teachers* (ARC 1721).
  - b. *The Story of Blood* (ARC 1710).
  - c. *Blood's Magic for All* (Public Affairs Pamphlet No. 145).
2. Motion Pictures (16-mm., sound):
  - a. "A Life in Your Hands"—10 minutes.
  - b. "Volunteer 5420"—18 minutes.
  - c. "A Date To Save a Life"—2 minutes.
3. Color filmstrips:
  - a. "When a Blood Donor Volunteers"—48 frames.
  - b. "The Blood You Give"—51 frames.
4. Color chart, "Blood as a Medicine," may be secured in two sizes: 41 x 54 inches and 8½ x 11 inches.
5. Transcription series, "Your Blood Saved My Life":
  - a. "Little Mike"—14½ minutes.
  - b. "Steve's Day"—14½ minutes.
  - c. "When Minutes Count"—13½ minutes.
  - d. "Hi Pop"—14½ minutes.
  - e. "A Second Chance"—13½ minutes.
  - f. "Gift of Life"—14½ minutes.



# Characteristics of the Good Democratic Citizen

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In the early winter of 1949-1950, the Armed Forces Information and Education Division, Department of Defense, asked the executive secretary of the National Council for the Social Studies for a description of the good democratic citizen. The executive secretary immediately organized a working committee on citizenship. After nearly two months of intensive work, the committee completed its assignment on February 6, 1950.

A brief outline of how the project was conducted may add some value to the report. As a first step, the committee wrote to leading authorities in the field of civic education requesting from them a list of characteristics essential to effective democratic citizenship. Meanwhile, the committee met to compile its own list. The two lists were eventually combined in a lengthy questionnaire, which was mailed to more than three hundred citizens representing a wide segment of the public, such as members of the legal profession, representatives of labor and management groups, religious leaders, farm leaders, educators, and leaders in other lay and professional groups. The response was amazing, and the agreement on essentials was gratifying. The report that follows represents, therefore, the consensus of a considerable number of Americans, all of whom have given a substantial amount of earnest attention to the task of defining the characteristics of the good democratic citizen.—*The editor*

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## DESCRIPTION OF A GOOD CITIZEN

1. Believes in equality of opportunity for all people:
  - Treats all men with respect, regardless of their station in life;
  - Rejects distinctions based on race, creed, or class;
  - Exerts his influence to secure equal opportunity for all, in accordance with ability;
  - Upholds the principle that all men are equal before the law and entitled to the equal protection of the law;
  - Believes that the right to vote should not be denied on the basis of race, sex, creed, or economic status.
2. Values, respects, and defends basic human rights and privileges guaranteed by the U.S. Constitution:
  - Knows the provisions of the Bill of Rights;
  - Upholds freedom of speech for ideas he doesn't like;
  - Goes beyond legal requirements by observing the spirit of the Bill of Rights in situations not covered by law.
3. Respects and upholds the law and its agencies:
  - Upholds the idea of government by law;
  - Insists upon equality before the law and equal protection of the law for all;
4. Insists upon the use of due process in all legal action;
  - Obeys the law, condemns law-breaking and supports officials in their work of law enforcement;
  - Willingly performs jury service, regarding it as one of his contributions toward law enforcement;
  - Respects and supports officers who enforce the law but does not permit his zeal for law enforcement to encourage officials to infringe upon guaranteed civil rights;
  - Understands what perjury means and testifies honestly.
5. Understands and accepts the following democratic principles as guides in evaluating his own behavior and the policies and practices of other persons and groups, and judges his own behavior and the behavior of others by them:
  - That each individual possesses dignity and worth as a person and is entitled to consideration as a person;
  - That governments exist by the consent of the governed;
  - That each citizen has certain civil rights guaranteed by the Constitution;
  - That government is by law, not by men;
  - That in a large nation with diverse social and



economic groups compromise is frequently necessary;

That since the people are intelligent enough to govern themselves, they do not need protection by censorship—hence free speech, a free press, and academic freedom are necessary.

5. Understands that in the long run people will govern themselves better than any self-appointed group would govern them:

Rejects all group claims to special privilege based on birth, wealth, place of origin, or place of residence;

Consults the advice of experts within their field of competence by considering their recommendations within a framework of total needs; Expands his range of interests to gain some basic knowledge in many fields where his vote may help make a decision;

Favors better and more education as a means for improving the quality of government;

Realizes that democracy is, and has been, challenged by ideologies which reject its principles and base the claim of a small group to hold all power on the assumption that the people are unable to govern themselves.

6. Puts the general welfare above his own whenever a choice between them is necessary:

Avoids the abuse of public benefits, e.g., the misuse of unemployment compensation by a process of malingering;

Devotes time to community organizations and services without pay;

Has enough insight to realize that in the general welfare may be his own long-term welfare.

7. Feels that he has inherited an unfinished experiment in self-government which it is his duty and privilege to carry on:

Realizes the dangers to democracy from internal pressures arising from bigotry and prejudice;

Realizes that methods for meeting current economic problems such as labor-management relations and boom-depression cycles can be improved;

Denies to any group the right to use illegal or extra-legal methods of installing or enforcing its program;

Recognizes the dangers to democracy of a totalitarian philosophy based on fascism, communism, or excessive nationalism;

Is critically aware of differences between democratic ideals and accomplishments, but works to improve accomplishment and refuses to become cynical about the differences. Recognizes

that one function of idealism is to achieve a better reality.

8. Exercises his right to vote:

Rejects emotional appeals when such appeals have little relation to the issues discussed;

Realizes that in a community where voters are apathetic a small minority may hold the power to govern;

Will find out how, when, where to register in order to be qualified to vote;

Votes habitually in primaries, recognizing the importance of the primary in selecting candidates;

Avoids narrow advantages based on parochialism and provincialism in consideration of candidates and issues;

Studies the main issue in each bond issue, referendum on public questions, and other issues to be decided by the electorate at the polls.

9. Accepts civic responsibilities and discharges them to the best of his ability:

Regards a public office as a public trust;

Gives the holding of public office a high priority among the obligations he owes to society;

Refuses to act arbitrarily or approve of arbitrary official action even when his own party or faction stands to gain from it;

Recognizes his obligation to render military service or other appropriate service in time of war.

10. Knows techniques of social action (e.g., how to win support for desirable legislation) and can cooperate with others in achieving such action:

Relies upon persuasion within a framework of fair play for gaining adherents to his cause; Avoids exaggerated claims for his program which may encourage a reaction when the promised benefits fail to appear;

Does not allow his enthusiasm for the success of his project to lead him to accept compromises which are prejudicial to the general welfare;

Accepts the necessity for honest compromise as a part of the democratic process;

Realizes that the best opportunity for a single individual to influence public decision is through cooperation;

Participates in organizational activity at the neighborhood level and knows how to relate this activity to larger social units;

Attends meetings, uses forums, letters to the papers, and petitions to contribute to plans and programs that lead to public action.

11. Accepts the basic idea that in a democracy

the majority has the right to make decisions under the Constitution:

Acts on the basis that as a member of the minority he is free to speak, write, and work for a reversal of the majority, decision; Does not, as a member of a minority, ignore or sabotage a decision which the majority has legally made;

Relies upon the courts to decide questions of law and fact and does not take the law into his own hands;

Understands the device of divide and rule practiced by unscrupulous minorities to make a majority impotent, and guards against it.

12. Assumes a personal responsibility to contribute toward a well-informed climate of opinion on current social, economic, and political problems or issues:

Knows and practices the basic skills of critical thinking: (a) locates and evaluates evidence relevant to the issues at hand, (b) analyzes the elements of a controversial issue and weighs the motives of interested parties, (c) understands the methods and devices of the propagandist, (d) reserves his reasoned decision until considerable evidence has been weighed, then takes a working hypothesis which he acts upon if action is necessary, and (e) subjects this working hypothesis to future modification if new evidence warrants it;

Cultivates the habit of keeping well informed on current affairs, preferably through diverse sources of information whose interests and biases he has made some effort to ascertain; Discusses public issues with others, reflecting and learning from their views, and exerting the force of his own reasoned opinions;

Knows how to use available channels of communication, such as forums, clubs, letters, petitions, speeches, etc., in cooperation with others of like views to influence public decisions for social action;

Learns to express effectively the judgments at which he has arrived;

Before expressing any judgment he tests it for consistency with democratic assumptions; Respects the honestly-held views of others and minimizes personalities and loyalties to groups in considering ideas.

13. Realizes the necessary connection of education with democracy:

Realizes need for academic freedom if education is to make its full contribution to democracy;

Accepts the proposition that if the people

are to rule, then the people must be enlightened;

Upholds the principle of a career open to talents through free education as an alternative to any scheme for aristocratic leadership.

14. Respects property rights, meets his obligations in contracts, and obeys regulations governing the use of property:

Refrains from willfully damaging the property of others, exercises care against accidental damage, and repairs any damage he has caused;

Does not enter into a contract unless he is reasonably sure of his ability to meet his obligations;

Recognizes that some controls on the use of property are necessary for the general welfare, such as building regulations, zoning ordinances, etc.

15. Supports fair business practices and fair relations between employers and employees:

Opposes false and misleading advertising as a form of fraud;

Recognizes the right of workers to form unions for the purpose of collective bargaining;

Condemns the use of violence as a means for settling economic issues;

Regards it as a civic duty to get a job and to do it well;

Recognizes that he has a stake as a citizen and consumer in disputes between economic groups, particularly if essential services are involved.

16. Assumes a personal responsibility for the wise use of natural resources:

Avoids habits of waste or carelessness which consume or destroy natural resources without raising the standard of living;

Supports public measures for the preservation of such natural resources as topsoil, irreplaceable minerals, and forests.

17. Accepts responsibility for the maintenance and improvement of a competitive economic system assisted and regulated when necessary by governmental action:

Understands and values what a competitive economic system has already accomplished and its future possibilities;

Understands that the competitive economic system has relied upon private initiative to release creative and productive energy;

Understands that the growing interdependence of society has created needs for regulation in the public interest;

Favors the use of public funds for research and

technological development of long-range programs which may add to the nation's wealth in fields where private enterprise has not produced adequate development and in those where private development would be incompatible with the public interest;

Is aware of the unsolved problems of our economy, e.g., the business cycle, the social and economic consequences of distribution;

Is aware that economic monopoly carries with it economic power and potentially political power.

18. Knows in general how other economic systems operate, including their political and social consequences:

Knows that communism as an economic system reduces private property to a minimum;

Knows that socialism as an economic system provides for public ownership and operation of public utilities, public services, and basic processing industries as public concerns;

In studying other economic systems, he gives full consideration to the possible losses to the individual in terms of freedom and to the community in terms of incentive;

Balances these possible losses against possible gains in security in studying other economic systems.

19. Knows about, critically evaluates, and supports promising efforts to prevent war, but stands ready to defend his country against tyranny and aggression:

Recognizes the factors in international relations which lead to armed conflict, such as armament races, a chauvinistic press, economic rivalry, power politics, and ideological differences;

Recognizes achievements made by international organizations in the interest of peace, order, and human welfare;

Has enough perspective to see in events in other countries threats to peace and freedom in his own;

Studies proposals for preventing future wars and avoids feelings of unjustified optimism or irrational despondency;

Is willing to consider modifying national policies, when democratic values are not at stake, in the interest of international peace;

Looks with favor upon effective international controls over special phases of technology to prevent war or limit its destructiveness;

Does not allow his love for peace, or his dread of war, to lead him to abandon democratic values or submit to unilateral pressure from an

aggressor;

Appreciates the role of the armed services (under civilian control) of his country and supports measures to keep them as strong and effective as necessary.

20. Is deeply aware of the interdependence of people and realizes that a good life can be attained only by the organized cooperation of millions of people all over the world:

Supports the maximum use of scientific research for improving human living and human relations;

Supports all measures for better and more accurate communication among classes and nations;

Understands the organization and functions of the United Nations and its specialized agencies.

21. Understands cultures and ways of life other than his own:

Recognizes that other cultures have made contributions to our own;

Realizes that attempts to impose our way of life on others may bring resentment;

Conducts himself as a worthy representative of his country in his personal and public relations with people he meets at home and abroad.

22. Cultivates qualities of character and personality that have a high value in his culture:

Is honest in his relationships with others;

Plays fair, follows the rules of the game, asks for no personal advantage, and refuses to cheat;

Cultivates physical and moral courage;

Is loyal to his ideals;

Is courteous and considerate of the rights and feelings of other people;

Is industrious in his work and respects the time of others;

Protects his health and safety and is concerned for the health and safety of others.

23. Is a responsible family member and assumes his full responsibilities for maintaining the civic standards of his neighborhood and community:

Does his part to make his family a competent social and economic unit;

Maintains family property, works out plans and acts with his family to build neighborhood attitudes of friendliness and cooperation;

Takes a deep interest in questions of general concern to the neighborhood;

Has the courage to report any unlawful activity in his neighborhood and insist on police and court action for its removal.

(Continued on page 319)



# Labor-Management Relations in the Classroom

Phillips Bradley

**I**N A previous article, several reasons were suggested for including labor-management relations in the social studies curriculum. Six aspects of these relations were noted, any one or a combination of which might serve as the core for units which could usefully be integrated into the social studies and related subjects.

Assuming the utility—and the feasibility—of introducing our future workers and employers to this most pervasive element in their life occupations (for almost all present students) while they are in school, several questions remain for the curriculum planner and teacher. Three will be discussed here. First, at what levels (grades) should the subject be taught? Second, what materials are available for teacher and student use at these levels? Third, what kind of “activity” program will enhance the student’s (and the teacher’s) understanding of major problems in labor-management relations and of the means available for resolving them?

**A** PRELIMINARY question may be noted briefly: In a field in which widely divergent and strongly-held attitudes are predominant, is it feasible to bring its discussion into the classroom? What approach should the schools take? Should they avoid the subject altogether? Or should the schools seek to explore the dynamic issues which a democratic people must face—and act upon?

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This is the second of two articles by the same author on the subject of labor-management relations in the curriculum. The first of these articles appeared in the May 1950 issue of *Social Education*.

Dr. Bradley, now a professor of political science at the Maxwell Graduate School of Citizenship and Public Affairs, Syracuse University, is a specialist in this field. He served as director of extension, New York City School of Industrial and Labor Relations, Cornell University (1945-46); and director of the Institute of Labor and Industrial Relations, University of Illinois (1946-49).

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To ask the question is to answer it. If our schools are to perform their proper function of improving understanding of (not merely accreting information about) the problems of a democratic society, then they must meet the challenge of problem analysis and solution in the social no less than in the natural sciences. But how? The surest way is to seek the highest possible degree of objectivity in describing and analyzing the problems. Controversial questions *can* be treated in a manner and from a perspective untinged by bias. To do so requires care in utilizing available or constructing new materials, in selecting class activities, and in preparing teachers to deal with the subject. In the field of labor-management relations, the interests, policies, and activities of management and unions are sufficiently explicit and available in official documents to make this possible—in any school.

The indispensable prerequisite for including this (or any other) controversial question in the school curriculum is the creation of a favorable *community* opinion toward the idea. Teachers alone cannot do it. The superintendent, the school board, the various civic, business, industrial, and labor groups concerned with the conduct and quality of labor-management relations in the community (and the nation) need to be enlisted in the planning and progress of the school program. Without attempting to outline the ways and means, it can be said that *enough examples* of effective cooperative projects have been organized in a wide variety of school systems. There is already experience available to demonstrate the feasibility—as well as the utility—of bringing labor-management relations into the classroom.

To make the project successful, the content of a unit on labor-management relations must examine critically (but sympathetically, not carpingly) the policies and practices of both groups. These policies and practices must be appraised with impartial and rigorous adherence to the facts. The *ex parte* statements of the advocates of one group or the other are certainly materials

to be analyzed—and evaluated. A clinical approach to their analysis will afford training in logical thinking as well as in the subject-matter and will induce a more critical and intelligent attitude toward the clichés of the parties which may project itself beyond—and after—the classroom.

One, indeed, of the most valuable results of bringing such a subject as labor-management relations into the classroom is to sterilize the emotional responses which are so widespread, and so easy to accept. A critical examination of all aspects of partisan materials is perhaps the surest way of defining and emphasizing the public interest, "the general welfare." The community's (whether local or national) concern clearly reaches beyond the interests of the parties. A sounder and more widely understood concept of that public interest in more cooperative labor-management relations is certainly one of our major needs in mid-century America. To develop it at the school age-level is one of the most effective ways of preparing our future workers and employers to recognize the public interest in improving these relations. Developing more critical and objective approaches to the problems they will face on the jobs they take after school is, perhaps, our best hope for advancing cooperative attitudes and practices in the future.

#### PLACEMENT IN THE CURRICULUM

**M**OST experiments in teaching labor-management relations in the schools have been made at the high school level, generally in the eleventh or twelfth grades. Certainly, the subject belongs at this level as an integral element of advanced social studies. Is there a useful approach to labor-management relations at an earlier point in the curriculum?

Teachers in the sixth to ninth grades have an unusual opportunity to bring their students a greater awareness of the human aspects of labor-management relations. In American history, in civics, and in the earlier social studies courses, the contributions of labor and of management to the development of the nation can be more adequately portrayed than they are for the most part today. One approach is through a study of the lives and activities of leaders in business, industry, and unions. The story of inventions as they have expanded opportunities for jobs and an increasing standard of living offers a chance to increase understanding of the working of the economy. The idea of the public's interest in guaranteeing better conditions for workers—on

the job and in the community—can be woven into history and civics. Similarly, efforts to increase economic stability and opportunities for business enterprise through government can be portrayed as an essential element of the general welfare.

At this level especially, the contribution of English and literature courses to an understanding of labor-management relations is of great significance. Closer contacts between English and social studies teachers in planning integrated curricula in American (and English) literature and a labor-management unit (and similar subjects) can develop mutually profitable crossruffing of materials and ideas.

#### MATERIALS AVAILABLE

**T**HE discovery of stimulating and thought-inducing materials for almost any social studies subject is a continuing pursuit. In many, if not most, subjects standardized texts and units are available; the search for supplementary materials is at least initially directed toward the more accessible sources. For labor-management relations, no standard texts or units have so far been developed and few easily available materials are at hand with which to construct units in any of the areas noted in the previous article. What materials, then, are available to interested teachers for their own and their students' use?

The bibliography noted in the previous article offers a start toward building a background reference collection. The monthly lists issued by the College of Education and the Institute of Labor and Industrial Relations, University of Illinois, provide useful suggestions as to current magazine and pamphlet sources. The research studies, *Causes of Industrial Peace* (National Planning Association, 800 21st St., N.W., Washington, D.C.), are perhaps the most significant materials available today for developing an understanding of the potentials for cooperative labor-management relations. These studies are especially useful to teachers and more advanced students. A few high schools (e.g., Rockford, Illinois) have organized selective reference collections for student and teacher use; their lists offer a convenient starting-point for any school interested in a similar project.

The publications of national employers' and union organizations (National Association of Manufacturers; Chamber of Commerce of the United States; American Federation of Labor; Congress of Industrial Organizations) on all aspects of labor-management relations provide use-

ful items on which to base class discussions. Many of the state counterparts of these organizations also issue periodical or special materials which reflect local as well as national viewpoints. The record of opinion and action is thus brought closer home. Similarly, many larger companies and unions publish reports and newspapers of significant current value. If the teacher makes certain of a balanced diet—representative of the opinions and policies of both labor and management—these materials are of first-rate value in developing critical attitudes toward partisan arguments and actions.

The publications of the American Management Association and the Society for the Advancement of Management are especially helpful to teachers in understanding the problems and practices of management in promoting more effective labor-management relations. A few specialized periodicals (e.g., *Labor and Nation*, 15 Amsterdam Ave., New York 23; *Commercial and Financial Chronicle*, 25 Park Place, New York 8) are useful as sources for identifying and interpreting background data and thinking in the field. The professional journals, (notably *Industrial and Labor Relations*, New York State School of Industrial and Labor Relations, Cornell University, Ithaca, New York) provide the teacher with more advanced studies of problems in the field. A number of university research centers issue popular as well as technical surveys of the varied aspects of labor-management relations; many of these surveys are readily usable by the student as well as the teacher. Finally, there is a wide range of government publications (federal and state) which deal with all aspects of the field. Many of these items, as well as of the sources noted above, are free; most priced publications are available at nominal cost for class use or library reference.

The array of materials is, in short, wide in scope and in availability for use. A few sources of information on and appraisal of these materials are at hand for the interested teacher. *Social Education* is itself an increasingly useful reference source for this purpose.

#### CLASSROOM ACTIVITIES

**R**EADING about labor-management relations is only one channel for making the subject better understood, for developing more critical interests and attitudes. More significant, perhaps, is an approach through classroom activities. What can be done here to make the subject come alive?

*Library activities.* The school and local public libraries can become the center for many types of extra-classroom activity. Some students may like to portray the lives of notable labor and management leaders and present their biographies orally in class. Other students may be interested in comparing the problems in the field which confronted presidents (and governors) in, say, 1850, 1900, and 1950. Others may wish to trace the attitudes of the various political parties toward these questions, as reflected in their platforms since the turn of the century. Again, the trend of public opinion, as indicated by the polls over the past decade or so will interest others. The position of the major employers' and union organizations on such questions as the right to organize, the closed shop, social-security programs, can be compared and appraised in panel discussions led by students taking various roles. The structure and programs of these organizations can be developed from their own documents and subjected to comparative class study through reports by class members. The inquisitive teacher—and student—will readily discover other types of topic and presentation which can make various aspects of labor-management relations more alive—through the library.

*Audio-visual activities.* Here the range of useful projects is limited only by local resources and the imagination of the teacher. An increasing flow of films, filmstrips, and records is becoming available from labor, management, and other sources on various aspects of the field (again, see the current reports in *Social Education*). A collection of pictures of the early history and growth of the community can be set up as a school exhibit. Charts and graphs can be made by the students of such aspects of their own community (and state) as population changes, industrial development, occupation groups, major agricultural, manufacturing, and service-trade changes, and many other aspects of our evolving economic and social life. Comparisons with other similar communities and states will add interpretative value to these student-prepared analyses. Cartoons, pictures, and student-drafted portrayals of various aspects of labor-management relations (e.g., re federal and state legislation, historic episodes in the field, the collective-bargaining process) can be utilized to focus attention on and objectify analysis of these questions. Such exhibits will interest many outside the school as well as in it. Thus, through these visual presentations, the school can provide a direct community service to make the subject better understood.



*Debates and conferences.* The vividness of classroom discussions of problems in this field (as in others) can be enhanced by debates, panel discussions, and similar programs. This type of class activity can be presented occasionally to all-school convocations—thus broadening awareness of an interest in labor-management relations. Any of the long-run (e.g., the closed shop, incorporation of unions, restricting use of injunctions) or current questions lend themselves to this type of discussion.

Another activity which will develop more critical attitudes is a committee hearing and report on current legislative proposals. There, role-playing by members of the class—as representatives of the various interest groups appearing for and against the measure and as committee members—offers an opportunity to sharpen understanding of the issues involved. By exploring the policies of labor and management toward legislation, students will appreciate more accurately not only their attitudes but the public interest implicit in the law or bill—and how it can be implemented.

*Other activities.* In industrial communities, the alert teacher can go further in bringing the subject into the classroom—and making it come alive. Studies of community and state industrial and occupational patterns, will be highlighted by direct contacts with management and union representatives. Reports on local collective-bargaining agreements (and how they work in practice) will be more meaningful if the parties involved—on both sides—are invited to discuss them

with the class. Visits to local plants and union halls can usually be arranged if their purpose is presented to the responsible officers concerned. Adequate pre-planning is essential as to such questions as the organizations selected, the questions to be raised, the size of the group (larger classes might well be divided into groups of not over 15 or 20). First-hand contact and observation will almost certainly develop greater awareness of the problems and attitudes of the community's labor and management leaders. They will also usually respond to invitations to come to the school and discuss their viewpoints and activities with the class. Similarly, visits to government offices (e.g., employment service) and by their heads to the class will underline the role of the state and federal government in promoting more cooperative labor-management relations.

THIS brief outline of the values in including labor-management relations in the social-studies curriculum, of the materials available, and of possible classroom activities is, of course, merely suggestive of the great teaching potential of the subject. The interested teacher will find many other ways to bring it into the classroom effectively. The schools' job is to discover those ways which will link the community and the school more closely—for the increased understanding and more informed attitudes of its future workers and employees. This way lies perhaps our best hope for improving labor-management relations in the years ahead.

## GEOGRAPHY: RECENT TRENDS

(Continued from page 299)

reality."<sup>59</sup> "The use of the community as a laboratory in geographic education is essential at all levels of instruction. . . . There geography comes alive!"<sup>60</sup>

THE foregoing references to recent published materials represent only a small part of current geographic literature. Because there is a

<sup>59</sup> Whittlesey, Derwent. "Picturing Human Societies in Their Habitats." *Geographic Approaches to Social Education*; Nineteenth Yearbook of the National Council for the Social Studies. Washington: The Council, 1948.

<sup>60</sup> *Ibid.*, J. Granville Jensen, "The Home Community," p. 176.

sizeable volume of publication, the teacher may believe that it is impossible to keep up with developments in the field. Yet this is not necessarily so. An occasional reading of only four journals will keep anyone informed at least about the major developments in geography. These are *The Geographical Review*, *Economic Geography*, *The Journal of Geography*, and the *Annals of the Association of American Geographers*. The articles in these publications serve as an excellent barometer in the field, and most major books are reviewed in one or another of these journals, sooner or later.

# Social Studies Units for the Elementary School: Some Basic Weaknesses

J. D. McAulay

**D**URING the summer semester of 1950, some ninety-seven experienced elementary teachers at the University of Texas were each asked to construct, independently, a unit or outline of a work program in the social studies suitable for use in their classrooms and communities.

This assignment was to include the skeleton or structural outline of the unit and the lesson plans which would demonstrate (a) how the unit would be approached or introduced; (b) how a creative aspect of the unit would be developed; (c) how some phase or skill of the unit would be drilled; (d) how some appreciation would be established; (e) how a field trip might be organized; and finally (f) how one or more objectives might be evaluated.

The outline of the unit was to include (a) the general objectives the unit was to achieve; (b) the important skills, habits, and attitudes to be considered; (c) the factual knowledge the unit would develop; (d) the type of activities the unit would carry through; (e) the resources that would be used; and finally (f) how the unit would be culminated. As a supplement to the unit the teachers were asked to submit a written problem which had grown out of their experience in the teaching of the social studies during the previous year or which had grown out of the unit they had worked on. They were asked to focus their summer reading on the attempted solution of this problem.

**A**CAREFUL examination of these units revealed ten specific weaknesses that were scored and tabulated. It is felt that elementary

principals, supervisors, superintendents, and classroom teachers might benefit from a general discussion of these weaknesses in the construction of a social studies unit for an individual school or community.

1. One of the most noticeable weaknesses found in the study of the ninety-seven social studies units was that the objectives, both general and specific, were too elaborate and complicated. The objectives did not harmonize with the type of unit under consideration, and many of the objectives could not be realized in the short time allowed for the unit. Some fifty-six of the units had objectives too idealistic and impossible of fulfillment in the school for which the unit had been designed.

2. Fifty-three units listed objectives which were not integrated into the unit as a whole. There were no activities or lessons which would develop or focus the objectives listed. The objectives served only as an ornamental façade for the unit.

3. Sixty-six of the units gave little or no attention to the individual differences of the children for which the unit was formulated. Four units suggested activities suitable for the individual group within the class. One unit attempted to develop activities and procedures for the individual student who was above average ability and for the student below average ability.

4. Forty-three of the units failed to consider the local needs of the child in relation to the particular community or locale in which he lived. No development was made of the needs in the home, in the industrial, economic, social, religious, or political life peculiar to the neighborhood or area. These units side-stepped any material or content which pertained to the local setting.

5. Thirty-eight units made no use of the vast amount of free or inexpensive materials which might be secured from commercial companies. Nor did these units consider the rich source

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The director of education at Southern Oregon College of Education here analyzes some of the problems teachers face in preparing social studies units for the elementary school.

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material which might be at hand in the local community. Twenty-six units went little beyond the textbook as a source of information for the unit and ignored the great amount of available and important supplementary material.

6. Thirty-one units listed activities which were not correlated with the unit. It was difficult to determine the relationship of these activities with the objectives which had been set forth for the unit. In many cases, the activities represented pure busy work—it developed no concept, broadened no perception, deepened no knowledge.

7. Another noticeable weakness of the units examined was the lack of proper evaluation. Twenty-three units did not evaluate any objective that had been set forth for the unit. Forty-five units attempted to evaluate the objectives of the unit by a true-false or multiple choice test.

8. Twenty-three units lacked a satisfactory conclusion, in that there was no motivation or introduction to the unit which might follow. These units had no definite culmination which tidily completed the unit and tucked in the ends.

9. Twenty units lacked wholeness or unity. They were constructed as many separate parts held together only by a title. These parts or

sections did not develop smoothly one into the other—they were like a number of beads held together by a weak string.

10. Twenty units failed to correlate or in any way include skills, habits, attitudes, or appreciations other than those specifically related to geography, history, civics, or economics. In other words, twenty teachers thought of the social studies as a separate subject, isolated from the language arts, the sciences—and, in seven cases, from music and art.

ONE of the chief conclusions drawn from the above analysis would seem to be that social studies units for the elementary school should be outlined and structured by the teachers in the in-service workshop, under some supervision. This in-service workshop would enable the teachers not only to work together and exchange experiences and ideas but also to develop a broad, over-all program in the social studies for that particular school. The details of the unit should be shaped by the individual teacher to suit her own class, but some help and supervision seems necessary in order that the unit may have wholeness and community perspective.

## CHARACTERISTICS OF THE GOOD DEMOCRATIC CITIZEN

(Continued from page 313)

24. Recognizes taxes as payment for community services and pays them promptly:

Reviews the services provided by the community and evaluates them against his tax bill;

In considering all proposals for spending public money he considers ability to pay, public needs, and other relevant factors before voting; Opposes proposals for lower taxes if they mean inadequate community services.

The Committee:

Ryland W. Crary, Associate Professor of History, Teachers College, Columbia University.

Paul B. Diederich, Research Associate, Educational Testing Service, Princeton, New Jersey.

Roy A. Price, Professor of Citizenship and Education, Maxwell Graduate School of Citizenship, Syracuse University.

Lewis Paul Todd, Editor, *Social Education*, National Council for the Social Studies.

Howard Cummings, Specialist in Government and Economics, Office of Education, Federal Security Agency. Representing the Armed Forces Information and Education Division, Office of the Secretary of Defense:

Jack Elinson, Acting Chief, Professional Staff, Attitude Research Branch.

Commander Frank L. Fullaway, USN, Chief, Editorial Section, Information Branch.

Edwin H. Miner, Educational Director, Education Branch.



# The National Council at Minneapolis

Merrill F. Hartshorn

**T**HE Thirtieth Annual Meeting of the National Council for the Social Studies will be held with headquarters at the Hotel Nicollet, Minneapolis, Minnesota, November 23-25. Complete programs, including reservation blanks for tours, luncheons, and banquet will be mailed to all current NCSS members early in November. All social studies teachers, administrators, and other interested individuals are cordially invited to attend.

Plan now to attend this important meeting of your professional organization. You will receive inspiration and help on many problems. You will have an opportunity to meet and talk with other leaders in the social studies, to exchange ideas and to make your contribution.

Myrtle Roberts, first vice-president of the NCSS, is in charge of building the program for the meeting. Leona Winner, St. Paul Public Schools, is chairman of the Local Arrangements Committee.

## THURSDAY, NOVEMBER 23, 1950

Registration will begin at 10:00 A.M. on the mezzanine floor of the Hotel Nicollet. At the same time an extensive exhibit of educational materials on the mezzanine floor will be opened to the public. Leading publishers of social studies textbooks, maps, globes, encyclopedias, and a wide variety of visual aids will be represented in the exhibit.

At 4:00 P.M. there will be a "Minnesota Mixer" to which all those attending the meeting are cordially invited. There will be choral reading and other activities planned to give everyone an enjoyable time.

At 8:00 P.M. Beulah Buswell, president of the Minnesota Council for the Social Studies, will preside at the first general session at which Fred Harvey Harrington, University of Wisconsin, will speak on "The Role of the United States in Foreign Affairs."

## FRIDAY, NOVEMBER 24, 1950

From 9:00 A.M. to 10:30 A.M. twelve section meetings will consider the following topics: "Improving Citizenship Education"; "World History: Some New Perspectives"; "Developing Economic Literacy"; "Geography in the Social

Studies"; "Learning What Our Government Is and How It Operates"; "Junior High School Curriculum Problems"; "Social Studies in the Intermediate Grades: Curriculum Problems"; "Social Content Marches Onward in the Kindergarten and Primary Grades"; "Social Studies in the College"; "Issues in the Pre-Service Education of Social Studies Teachers"; "American History: Newer Interpretations"; and "Modern Problems in the Senior High School."

From 10:45 A.M. to 12:15 P.M. the second general session will be held. This will be the annual NCSS business meeting with reports and the election of new officers.

From 12:30 to 2:15 P.M. there will be five luncheon meetings on the following topics: "An Evaluation of Elementary Social Studies"; "An Approach to Curriculum Development"; "The UNESCO Textbook Study"; "A Report from the Middle East"; and "The Teaching of Controversial Issues."

Section meetings will be resumed at 2:30 P.M. Twelve sections will discuss the following topics: "Pertinent Problems in Citizenship Education"; "Teaching American History in the Present Crisis"; "World History: Methods and Resources"; "Methods of Teaching Economic Understanding in Elementary and Secondary Schools"; "Geography in Social Studies: Materials and Methods"; "Food and People"; "Methods and Materials in Junior High School Social Studies"; "Intermediate Grades: Methods and Resources"; "Opportunities for Primary Teachers"; "The Improvement of Social Science Instruction in Colleges and Universities"; "The Social Studies Teacher at Work"; and "Modern Problems in the Senior High School."

The banquet (dress optional) will be held at 7:30 P.M. Erling M. Hunt, president of the NCSS, will make the presidential address. This will be followed by a program of entertainment: "Songs of Yesterday" by Philip Jordan and the Music Department of the University of Minnesota, and "We the Women," Gertrude Lippincott and dance group, YWCA, Minneapolis.

## SATURDAY, NOVEMBER 25, 1950

From 7:45 A.M. to 9:00 A.M. there will be three breakfast meetings; Officers of Local, State and

Regional Councils; Editors of Local, State and Regional Council Publications; and the Iowa Council for the Social Studies.

From 9:00 A.M. to 10:30 A.M., Julian Aldrich, second vice-president of the NCSS, will preside at the fourth general session. Howard E. Wilson, Carnegie Endowment for International Peace, will speak on "UNESCO in 1950" and a second speaker will discuss "The Marshall Plan: Economic Recovery and World Security."

The final group of section meetings will be held from 10:45 A.M. to 12:15 P.M. The topics to be dealt with are: "Applying the Yardstick to Critical Thinking"; "Contemporary Affairs in the School"; "Curriculum Development in the Social Studies"; "Group Processes in the Social Studies"; "Historical and Comparative Approaches to Social Education"; "In-School Civic Experiences"; "Selecting and Using Materials"; "State and Local History in the Secondary Schools"; "The Arts College Looks at Inter-cultural Education"; and "Problems of Beginning Teachers."

The fifth general session, 12:30 P.M., chaired by Wilbur F. Murra, Educational Policies Commission, will be a luncheon meeting. Howard R. Anderson, U. S. Office of Education, will speak on "Trends in the Teaching of the Social Studies," and "Education of the Gifted" will be discussed by Paul Witty, Northwestern University.

The final meeting will be a general session at 2:30 P.M. The Audio-Visual Materials Committee of the NCSS will hold an open meeting chaired by William H. Hartley on "What's New in Audio-Visual Material for the Social Studies." There will be a panel discussion and presentation of films and slides.

#### TOURS

Tours covering points of interest in Minneapolis have been arranged for Thursday and Saturday afternoons, November 23 and 25.

#### SCHOOL VISITS

Anyone wishing to visit elementary, junior high, and senior high school classes in the public, private, and parochial schools of the Twin Cities before or after the Annual Meeting of the NCSS is cordially invited to do so.

It is requested, however, that those interested in visiting schools make arrangements through Miss Ella M. Roverud, Director of Elementary Education, Department of Education, Court House, St. Paul 2, Minnesota. Please communicate with Miss Roverud prior to Wednesday,

November 15, if possible, so that all arrangements may be made for your visit.

#### WIDE SCOPE OF THE OFFERINGS

Members of the National Council will note from the above the diversity and scope of the program. Joint meetings will be held with the American Political Science Association, the National Council of Geography Teachers, American Library Association, Mississippi Valley Historical Association, and the Minnesota Council for the Social Studies.

Luncheon and section meetings deal with a wide variety of topics and include all grade levels. Many section meetings should prove of interest to all teachers. The various meetings deal with content, methods, materials, curriculum problems, and vital contemporary problems.

#### GENERAL INFORMATION

**Hotel.** The Hotel Nicollet, the official convention headquarters, will house the exhibits and the meetings. Room reservations should be made by *writing directly* to the Hotel Nicollet. Rates on rooms are: single \$4 to \$8; double \$6.50 to \$10; double (twin beds) \$7 to \$10. In writing for your reservation state that it is for attendance at the NCSS meeting.

**Advance Reservations,** with remittance enclosed, should be made for all luncheon and banquet tickets. Prices are \$4 for the banquet and \$1.75 for each luncheon (tip and tax included). A reservation blank will be mailed with the program sent to NCSS members.

**Registration.** Everyone who attends the Thirtieth Annual Meeting, or any part of it, is asked to register. All members of the National Council may register without the payment of any fee. To facilitate registration, members are asked to present the registration card sent them with their program. College students, certified as such by their instructor, will be registered for 35 cents. Other non-members may register for the entire convention for \$1.

**Exhibits.** The exhibits have always been one of the most highly rated features of the convention. An unusually fine group of exhibits has been arranged for this year. Those attending the meeting are urged to take advantage of this opportunity to examine the latest in teaching materials.

**Further information** about the meeting may be obtained by writing to the National Council for the Social Studies, 1201 Sixteenth Street, N.W. Washington 6, D.C.

# Notes and News

## Contributing Members

Since the last listing in the January 1950 issue of *Social Education*, the National Council for the Social Studies has received a number of additional contributing memberships. A contributing membership at \$10 per year includes a subscription to *Social Education*, a clothbound copy of the Yearbook, a copy of each bulletin, curriculum series, and pamphlet published by the National Council during the year of membership, and free registration at the annual meeting. These members make a valuable contribution to our profession and to the National Council through their added financial support. At the same time they assure themselves of automatically receiving every publication of the National Council as soon as it is available. The officers of the National Council take this means of thanking them for their help. Included here are contributing memberships received through September 7, 1950.

With their current renewal, the following have held contributing memberships for the past *eight* years: Howard R. Anderson, Elizabeth B. Carey, Stanley Dimond, Elmer Ellis, Mary G. Kelty, Viola E. Peterson, Burr W. Phillips, Ruth West.

Contributing members for the past *seven* years: W. Linwood Chase, Meribah Clark, Julia Emery, Grace Ewy, Marie E. Geilen, William A. Hamm, Ingeborg Highland, George Hodgkins, Robert E. Keohane, Helen C. Phillips, Richard Thursfield, Mary Wilson.

Contributing members for the past *six* years: Gail Farber, Robert C. Gillingham, Mildred Goshaw, Ethel J. Parnell, Robena Pringle, M. H. Rumsey, Alice Spieseke, Verena L. White, Fremont Wirth.

Contributing members for the past *five* years: Julian Aldrich, Rexie Bennett, W. Lester Carver, Dorothy McClure Fraser, John T. Greenan, Loretta Klee, H. E. Nutter, R. H. Porter, Myrtle Roberts.

Contributing members for the past *four* years: Edwin M. Barton, Martha Caccamo, Helen M. Carpenter, Mrs. Arthur Donaldson, W. Francis English, W. Kenneth Fulkerson, John H. Haefner, Elizabeth Huntington, Leonard S. Kenworthy, F. J. McMahon, Donald G. Schein, Aggie D. Scott, Edith E. Starrett, Hilda Taba, Lewis Paul Todd, Edgar B. Wesley.

Contributing members for the past *three* years:

Jack Allen, Jacob P. Arneth, Gussie Braithwaite, Ralph Adams Brown, Jarvis E. Bush, Clara Carlson, William H. Cartwright, Colgate University Library, Dorothy Dehn, Adelaide Dodge, V. N. Donovan, Frank J. Dressler Jr., Elgin (Ill.) Public Schools, Mary Eyre, J. H. Hamburg, Hannah Penn JHS (York, Pa.), Corinne Harper, Caroline E. E. Hartwig, Lelah C. Hess, Joe R. Hoffman, Howard University, Edna B. Jackman, Robert La Follette, Edythe D. Myers, Phineas Davis JHS (York, Pa.), University of Redlands (Calif.) Library, Modesta Scott, Seton Hall College Library, Ray H. Stan, Western Kentucky STC, E. Eloise Wright.

Contributing members for the past *two* years:

Maude Austin, Lincoln F. Baar, Dorothy Bash, University of California Library, Henrietta Fernitz, Ruth Fuller, Gay JHS (Harlingen, Tex.), Dorothy Griffith, R. M. Harvey, C. A. Herrick, E. Russell Hicks, Anna L. Hull, Mrs. S. W. Johnson, Eleanor Justman, Charles B. Kinney Jr., Royce H. Knapp, Harold Long, Thomas A. Matteo, Murray (Ky.) STC, Pauline Pogue, C. H. W. Pullen, Hazel Phillips, Professional Library (Knoxville, Tenn.), Gene M. Ramage, Ethel M. Ray, Row Peterson Co., Leo Shapiro, Stevens Point (Wis.) STC, Superior (Wis.) STC, Wallace Taylor, Edith West, Alice Westcott, Gertrude Whipple, Mary Willcockson, Willimantic (Conn.) STC, P. E. Yost.

New contributing members: Mrs. F. M. Anderson, Augsburg College Library, Kenneth P. Blake, Henry Borger, Emerson Brown, Edwin Carr, Margaret Clark, Mary I. Cooper, Florence Danielson, Elmer Dean, East Tennessee State College, Loretta Galiardi, Claude D. Gentry Jr., Harry O. Gillett, Helen Gottschalk, Helen Gregory, Mary Herrick, Henry T. Hillson, Clarence A. Hollister, Kenneth L. Holmes, Jarett JHS (Springfield, Mo.), Manson Van B. Jennings, Stella Kern, Pauline D. Knobbs, John E. Koontz, Leyden Community HS (Ill.), Virginia B. Lowers, William R. Lowrey, Walter Lucas, Alyce J. McWilliams, Ollie Merrill, Mary L. Moore, Margaret Norman, Edith P. Parker, Irene Phillips, Collins J. Reynolds, Donald W. Rich, Ralph A. Richardson, Robert Schaefer, Herbert L. Seamans, Sister Mary Patrick, J. R. Skretting, Olive Stewart, Teachers Library (Oakland, Calif.), Uni-



versity of North Carolina Library, West Senior HS (Rockford, Ill.), Western Michigan College, Winona (Minn.) STC, Walter Wolbrecht, Women's College Library (Rochester, N. Y.).

### New Jersey

"How Can the Social Studies Curriculum Better Meet the Needs of All the Pupils?" was the subject of a forum conducted by the New Jersey Council of Social Studies Teachers at Trenton State Teachers College on Saturday, April 1. As first speaker on the panel, Myrtle Townsend, Camden County helping teacher presented the viewpoint of the elementary school teacher; Dorothy Wagner, assistant to the director of instruction, Elizabeth, N. J., represented the junior high school teacher; and Thomas E. Robinson, superintendent of schools, Mercer County, spoke for teachers of the senior high schools. Heber H. Ryan, assistant commissioner of education for secondary schools, was moderator. Bessie Cushman, chairman of the Central District of the New Jersey Council of Social Studies Teachers, presided.

W. K.

### North Carolina

The North Carolina Council for the Social Studies held its Conference on Social Education at Chapel Hill, June 15-17. The Conference was planned as an opportunity for social studies teachers to explore and analyze their practical teaching problems and to share their successful experiences in solving them. Planned by a group of leading teachers in the Council, the Conference program emphasized three major areas: social studies goals, teaching techniques in the social studies, and evaluation of social studies teaching.

The leadership for the Conference was selected to represent both classroom teachers in the social studies and specialists in the several social science fields. Among those who participated were Mildred Mooneyhan, principal, Chapel Hill Elementary School; Alan Manchester, dean of undergraduate studies, Duke University; Nell Stinson, Hugh Morson High School, Raleigh; Albert S. Keister, Department of History, Woman's College of the University of North Carolina, and president of the Council; Lissie Pearce, supervisor, Martin County Schools; J. E. Miller, State Department of Public Instruction; Carleton Jenkins, Social Science Department, North Carolina State College; and Mary Sue Fonville, Needham Broughton High School, Raleigh.

C. M. C.

### Kansas

Arch W. Troelstrup, professor of economic education, Stephens College, Columbia, Missouri, was the featured speaker at the morning session of the annual spring meeting of the Kansas Council for the Social Studies held at Lowther Junior High School, March 25, 1950. His topic was "Training for World Citizenship." A. E. Maag, president of KCSS, Arkansas City, presided. At the luncheon meeting, Olga Alber of Rosendale High School gave an account of her visit in Germany last summer. Officers elected for 1950-51 were: president, Lulu McCanles, Wyandotte High School, Kansas City; vice-president, Ermal T. Lindquist, Wichita High School, East Wichita; and secretary-treasurer, Marie Olson, Curtis Junior High School, Topeka.

### Middle States Council

The forty-seventh annual fall meeting of the Middle States Council for the Social Studies will be held December 8-9, 1950, at the University of Delaware, Newark, Delaware. Information about the meeting may be obtained from Robert H. Reid, president of the MSCSS, 1201 Sixteenth St., N.W., Washington 6, D. C. R. H. R.

*Teaching America's Heritage of Freedom*, Volume 46 of the Annual Proceedings of the Middle States Council of the Social Studies, has just recently been published. This publication may be purchased for \$1.00 from the editor, George I. Oeste, Germantown High School, Philadelphia 44, Pa.

### United Nations

The Committee on International Relations of the National Education Association prepared a kit of materials on the United Nations for use in connection with United Nations Week. Most teachers will be wanting material to teach about the United Nations throughout the school year and this kit should be helpful to them. It contains a wide selection of reading and display materials, bibliographies, activity suggestions, and other teaching aids. *United Nations Kit-1950* may be obtained from the Committee on International Relations, NEA, 1201 Sixteenth St., N.W., Washington 6, D. C., for 25 cents.

All social studies teachers and social studies organizations are invited to send in material for these columns. Send in notes on the activities of your school or organization and other items of general interest to social studies teachers. Mail your material as early as possible to Merrill F. Hartshorn, Executive Secretary, National Council for the Social Studies, 1201 Sixteenth St., N. W. Washington 6, D.C. Contributors to this issue: Robert H. Reid, C. M. Clarke, and Walter Konigin.

# Pamphlets and Government Publications

Ralph Adams Brown

## Some Bibliographical Aids

Readers of *Social Education* will find Leonard S. Kenworthy's *Free and Inexpensive Materials on World Affairs for Teachers* (address the compiler at Brooklyn College, Brooklyn 10; \$1.00) a bibliographical guide that is of real value. The titles are grouped under five main headings: Some World Problems; United States Foreign Policy; Teaching Methods and Teaching Materials; Some Regions of the World and Individual Countries; and United Nations and World Government. Each of these major headings has several sub-headings under which the various pamphlets, booklets, and brochures are listed for convenient location. A very valuable part of pamphlet, especially in view of the transient worth of many free and inexpensive materials, is the listing of every organization represented in Mr. Kenworthy's study, together with its address. Teachers who purchase this booklet have, therefore, not only a listing of hundreds of items now available, but the means of obtaining publication lists and catalogs of value in the future.

Information about the states and regions of the United States can be obtained from a number of sources:

- Division of Territories and Island Possessions, Department of the Interior, Washington 25.
- Hawaii Statehood Commission, 740 Eleventh St., N. W. Washington 1.
- National Park Service, Department of the Interior, Washington 25.
- Office of Puerto Rico, 1026 Seventeenth St., N. W., Washington.
- The Panama Canal, 411 Tenth St., N. W., Washington.
- United States Chamber of Commerce, Washington 6, D.C., will send on request, a list of information bureaus of the states of the United States. A three-cent stamp must be enclosed with the request.
- Washington Board of Trade, Star Building, Washington (for information on the District of Columbia).

For information about the Latin American Nations, address Pan American Union, Correspondence Section, Washington 6.

Information about other nations may be obtained by writing:

- Australian News and Information Bureau, 630 Fifth Ave., New York.
- Belgian Information Center, 630 Fifth Ave., New York.
- Bermuda Trade Development Board, 620 Fifth Ave., New York.

British Information Service, 30 Rockefeller Plaza, New York.

Canadian Information Board, 620 Fifth Ave., New York.

Danish Information Office, 15 Moor St., New York.

Embassy of Spain, Cultural Counselor, 2700 Fifteenth St., N. W., Washington.

French Information Service, 501 Madison Ave., New York.

Iceland Legation, 909 Sixteenth St., N. W., Washington.

Jamaica Trade Development Board, 247 Park Ave., New York.

Netherlands Information Bureau, 30 Rockefeller Plaza, New York.

Philippine Republic, Office of the Press Attache, Embassy of the Philippines, 1617 Massachusetts Ave., N.W., Washington.

Trinidad and Tobago Tourist Board, 122 East 42nd St., New York 17.

For information about the United Nations write to the United Nations Department of Information, Lake Success, New York. For material on Unesco write to the Unesco New York Office, 405 East 42nd St., New York 17. Neither of these two offices, it should be noted, will supply information on the individual countries that are members of the United Nations and Unesco.

*Elementary School Guide.* With apologies to Bill Hartley for what is an invasion of his territory—except that it ties in with the emphasis on bibliographical aids—this department would like to recommend, to all elementary school teachers, Constance Weinman's *Bibliography on Audio-Visual Instructional Materials for Teachers in the Elementary School* (Bureau of Publications, Teachers College, New York 25; \$1.25). In addition to general references, the author has organized her material under these headings: Curriculum and Teaching; Administration; Types of Materials; and Applications. She notes in her foreword that "Many elementary school teachers are unaware of the availability of instructional materials and the possibilities provided by such materials. This bibliography has been compiled to help teachers interested in improving the quality of instruction. The references suggested within this bibliography have been chosen for their helpfulness and for their illustrations of classroom experience. They seek to stimulate the teacher to try new ways of directing the student's activities."

*Industry's point of view.* A wide variety of pamphlet material, as well as visual aids, is to

be found in the 1949-1950 listing of *Literature and Films* (National Association of Manufacturers, 14 West 49th St., New York 20). The free materials pertain to the following areas: economics, labor-management relations, American philosophy, current affairs, taxes and government spending, foreign trade, vocational guidance, science and invention, and industrial policies.

*Guide to pamphlets. The Pamphleteer Monthly* (The William-Frederick Press, 313 West 35th St., New York 1; \$2.00 per year) is an almost indispensable guide for teachers or librarians who would keep in touch with the current publications in this field. It provides descriptive annotations and reviews of over 200 new titles each month. It is published ten times a year.

*Labor.* The Bureau of Labor Statistics, U. S. Department of Labor, Washington 25, publishes a monthly list titled *Publications of the Bureau of Labor Statistics*. It includes all publications, including those of the regional offices, for the past month, and indicates reports in progress.

### Publications on Collective Security

Department of State publications on collective security will be of value to teachers of the social studies. Priced publications are for sale by the Superintendent of Documents, Government Printing Office, Washington 25, D.C. Free publications may be obtained by writing to the Division of Publications, Department of State, Washington 25.

*Collective Security in the North Atlantic Area.* Foreign Affairs Outline No. 19. European and British Commonwealth Series 5. Pub. 3377. 1949. 6 p. Free. Here are the steps leading to the formulation of the treaty for the mutual defense of the North Atlantic community of nations.

*Eighth Report to Congress on Assistance to Greece and Turkey, for the Period Ended June 30, 1949.* Economic Cooperation Series 22. Pub. 3674. 1949. 41 p. 20 cents.

*European Unity.* Address by John Foster Dulles. European and British Commonwealth Series 4. Pub. 3364. 1948. 14 p. Free. This sets forth the need for a united Europe to achieve permanent peace and American interest and contributions.

*Fifth Report to Congress on Assistance to Greece and Turkey, for the Period Ended Sept. 30, 1948.* Economic Cooperation Series 13. Pub. 3371. 1949. 36 p. 15 cents. The four pamphlets above are the President's quarterly reports on developments in the carrying out of the Greek and Turkish military aid programs, with statistical tables.

*The Meaning of the North Atlantic Pact.* Address by Secretary Acheson. General Foreign Policy Series 9. Pub. 3489. 1949. 5 p. 5 cents. Here is the Secretary of State's explanation of the drawing up of the pact, its terms, and its purpose.

*The North Atlantic Pact: Collective Defense and the Preservation of Peace, Security, and Freedom in the North Atlantic Community.* General Foreign Policy Series 7. Pub. 3462. 1949. 16 p. 10 cents. This analyzes the various aspects of the Pact.

*North Atlantic Treaty Between the United States and Other Governments—signed at Washington Apr. 4, 1949; entered into force Aug. 24, 1949.* Treaties and Other International Acts Series 1964. Pub. 3635. 1950. 16 p. 10 cents.

*North Atlantic Treaty, Proposed for Signature During First Week in Apr. 1949.* General Foreign Policy Series 8. Pub. 3464. 1949. 5 p. 5 cents. Here is the official text of the treaty.

*Seventh Report to Congress on Assistance to Greece and Turkey, for the Period Ended Mar. 31, 1949.* Economic Cooperation Series 21. Pub. 3594. 1949. 43 p. 20 cents.

*The Signing of the North Atlantic Treaty: Proceedings, Washington, D.C., Apr. 4, 1949.* General Foreign Policy Series 10. Pub. 3497. 1949. 66 p. 50 cents. This provides the texts of the remarks of the signers, with a photograph of each and the text of the treaty in English and French.

*Sixth Report to Congress on Assistance to Greece and Turkey for the Period Ended Dec. 31, 1948.* Economic Cooperation Series 17. Pub. 3467. 1949. 41 p. 20 cents.

*The United Nations and the North Atlantic Pact.* International Organization and Conference Series III, 30. Pub. 3463. 1949. 4 p. 5 cents. This consists of addresses by Warren R. Austin and Philip C. Jessup, discussing the treaty in its United Nations framework.

### United Nations Study Kit

*UN Study Kit No. 1* is now available from the Columbia University Press (2960 Broadway, New York 27), which is the distributing agent for a large number of United Nations publications. The Study Kit includes the following "Suggestions for Use" which indicates the nature of the contents. It is a "buy" for value and its contents would seem extremely useful at a wide range of grade levels.

#### Suggestions for Using UN Study Kit No. 1

UN Study Kit No. 1 is designed, as its name implies, to provide you with an introduction to the United Nations. The United Nations is a big subject with so many interesting activities that it is, of course, impossible to cover them all in one Study Kit. We have, however, made a selection of books and pamphlets which we believe will give you an over-all picture of how the United Nations and its related agencies came into being, how they work and what they are doing. The contents of UN Study Kit No. 1 are revised from time to time as new material becomes available.

We have included in this Study Kit several pamphlets which contain very basic, general information. You may be familiar already with the story which they tell. We have also included more detailed publications because they present the facts and figures which are needed in classes, study groups and clubs which are discussing the United Nations. Because of the variety of this material, we suggest that you read the contents of this Study Kit in the following order:

*How the United Nations Began.* This pamphlet de-



scribes the steps by which the United Nations came into being and tells briefly of some of the earlier experiments in international cooperation through which nations learned to work together.

*United Nations Conference on International Organization: The Story of the Conference in San Francisco.* The Charter of the United Nations was written at the international conference held in San Francisco in 1945. This book tells the story of that meeting. You will be interested in the pictures of the Conference in session, as well as of famous statesmen in the act of signing the Charter.

*Building for Peace.* This illustrated booklet relates the story of the United Nations during the first four years of its existence and tells of some of the problems which the Organization has successfully solved.

*United Nations: A Year of Progress.* Each year the Secretary-General reports to the General Assembly on the work of the United Nations. This is the introduction to Mr. Lie's fourth annual report in which he summarizes the progress of the United Nations between July 1948 and June 1949.

*United Nations Bulletin*—Issue of January 1st, 1950. This issue of the *United Nations Bulletin* contains a résumé of the accomplishments of the Fourth Session of the General Assembly which was held in the autumn of 1949, as well as articles on the plans and programs of the various Specialized Agencies for 1950.

*What the United Nations Is Doing.* The four booklets which we have chosen from this series describes the United Nations in action and illustrate how the UN and its related agencies are working for better world health, to solve the problem of refugees and displaced persons, to promote better world trade, to improve conditions in trust and non-self-governing territories, etc.

*Our Rights as Human Beings.* One of the important achievements of the United Nations has been the adoption of the "Universal Declaration of Human Rights" by the General Assembly. This booklet contains the text of this historic document, as well as information regarding how it was written and suggestions for studying and discussing it.

*Basic Facts about the United Nations.* This is a useful reference booklet, full of interesting facts and figures about the UN and its related agencies.

*Charter of the United Nations and the Statute of the International Court of Justice.* We are sure that you will not only want to study this basic document of the United Nations, but that you will find it useful for reference whenever you hear discussions or read articles on the Assembly, the Security Council, the Trusteeship Council or other organs of the United Nations.

*Fifty Facts about the United Nations.* This brief paper will help you review some of the interesting information which you have found in the other booklets and pamphlets in the Study Kit.

*Questions and Answers on the United Nations.* Here are some of the most frequently asked questions about the United Nations, together with the answers.

*Flags of the United Nations.* This poster contains color reproductions of the flags of the 59 member nations and of the flag of the United Nations.

*Price List of Current United Nations Documents and United Nations Bulletin Order Form.* After you have finished using this Study Kit, we hope that you will want to know even more about the United Nations and its

work. The "Price List of Selected Current United Nations Publications" is a convenient guide to other and more detailed publications on such subjects as Atomic Energy, Human Rights, Social Welfare, etc. You may also wish to receive further issues of the *United Nations Bulletin* which is published twice a month and which contains an objective, accurate and comprehensive account of current United Nations activities. We have enclosed a *United Nations Bulletin* order form for your use.

Some other recent United Nations publications available from the Columbia University Press are listed and annotated below:

*Basic Facts about the United Nations.* 15 cents.

*Building for Peace: The Story of the First Four Years of the United Nations, 1945-1949.* 25 cents.

*Children's Communities: A Way of Life for War's Victims,* is a well illustrated, 30-page pamphlet which can be used to drive home the idea of the social cost of war or of the ground in which communism or other "isms" can flourish. 20 cents.

*Children of Europe.* 25 cents.

*The General Assembly; Reference Pamphlet No. 1.* A 60-page pamphlet that contains a wealth of factual information. 15 cents.

*Handbook of the United Nations and the Specialized Agencies.* A 225-page booklet, bound in heavy paper. \$1.00.

*How the United Nations Began.* 15 cents.

*The Main Types and Causes of Discrimination, 1949.* The section headings, given here, will indicate the very high value which this pamphlet may have for teachers of the social studies. The 60 pages of concentrated information is grouped under seven chapters: Introduction, Preliminary Considerations, Sociological and Juridical Fundamentals for Defining Discrimination, Prejudice as a Source of Discrimination, Discrimination, Legal Measures for Preventing Discrimination, and Educational Measures. 50 cents.

*Our Rights as Human Beings: A Discussion Guide on the Universal Declaration of Human Rights.* 10 cents.

*Political Rights of Women: 50 Years of Progress.* 50 cents.

*Schoolbell in the Wilderness.* This pamphlet deals with problems and educational needs in some of the Arab lands. 50 cents.

*Towards World Understanding.* A series of 36-page pamphlets. 10 cents each. The nine titles now available are:

*The Education and Training of Teachers, 1949.*

*In the Classroom with Children Under Thirteen Years of Age, 1949.*

*Selected Bibliography, 1949.*

*Some Suggestions on Teaching about the United Nations and Its Specialized Agencies, 1949.*

*Some Suggestions on the Teaching of Geography, 1949.*  
*Some Suggestions on the Teaching of World History, 1950.*

*A Teachers' Guide to the Declaration of Human Rights, 1950.*

*The Will To Cooperate: A Discussion Guide on the General Assembly.* 15 cents.

# Sight and Sound in Social Studies

William H. Hartley

## Film of the Month

*The Medieval World.* 10 minutes; 16-mm.; sound; sale: color, \$90; black and white, \$45. Coronet Instructional Films, Coronet Building, Chicago 1, Illinois.

Motion pictures of value for enrichment, for motivation, and for building background meaning in the medieval period are unfortunately much too rare. In *The Medieval World* your class journeys to England, France, and other portions of the continent of Europe to see remnants of the period. The old walled towns, the feudal castles, the medieval villages, the guildhalls, and the rich museum collections are thoroughly explored and explained. Viewed against their geographic and historic settings, the achievements of the men of this era gain stature and the picture becomes a vivid study of real men and real events. It's an overview type of picture that provides a framework upon which to build more detailed understanding of the times.

The film takes us first to York in England where we visit the cathedral and the castle, two of the outstanding symbols of medieval times. The camera gives motion to these inanimate objects by showing us the various angles, details, form, and function of the massive architecture. The camera then moves from castle to village and from village to town while the narrator explains the growth of cities, the difficulties of travel, and the beginning of trade. The influence of the Crusades upon trade and available products is illustrated by the medieval remains of the city of Ghent. Here we see the guildhalls, the townhall, port, homes, and costumes of middle class merchants. The cathedral of Chartres is visited as an example of the cathedrals which grew up as a result of the newly acquired wealth of the merchant class. We also visit the universities at Paris, Bologna, Cambridge, and Oxford.

Although this is largely a static film with the motion provided by moving the camera, it does serve to give a good picture of medieval remains and helps to build an understanding of the type of civilization developed in this period. It helps to shed light on the dark ages and in so doing should serve as a challenge to students.

## Recent 16-mm. Sound Films

Academy Films, P.O. Box 3088, Hollywood, Calif.

*Maps and Their Meaning.* 10 minutes; color; sale, apply. How to read and interpret physical maps.

*Nile River Basin and the People of the Upper River.* 10 minutes; color; sale, apply. A picture of the historical, geographical, and social significance of the upper Nile.

American Automobile Association, Washington 6, D.C.

*The Safest Way.* 20 minutes; sale: color, \$150; black and white, \$50. Told from the point of view of a 10-year-old boy, this film describes a school safety project which any school can carry out.

Associated Film Artists, 30 N. Raymond Ave., Pasadena, Calif.

*Understanding the Swiss.* 10 minutes; color; sale, \$85. The story of a nation, its environment, its work, its government, and its people. Designed for junior and senior high school social studies.

Bailey Films, Inc., P.O. Box 2528, Hollywood 28, Calif.

*River of Ice.* 10 minutes; color; sale, \$80. Shows source, structure, and movements of a typical alpine valley glacier.

*Wild Life of the Desert.* 10 minutes; sale, \$30. How man adapts himself to desert conditions, and the plants and animals of the desert.

British Information Services, 30 Rockefeller Plaza, New York 20.

*The People Next Door.* 10 minutes; rental, \$2.50. Tourist travel in Europe helps to bring about an understanding of neighbors in other countries.

Bureau of Mines, Graphic Service Section, 4800 Forbes St., Pittsburgh 13, Pa.

*Missouri and Its Natural Resources.* 33 minutes; color; free loan. Emphasizes the diversity of resources and industries in this state.

*The Story of Lubricating Oil.* 22 minutes; color; free loan. Explains the latest type of lubricating oil refining equipment and processes.

Coronet Instructional Films, Coronet Building, Chicago 1.

*Good Sportsmanship.* 10 minutes; sale: color, \$90; black and white, \$45. Demonstrates clearly the basic skills of sportsmanship.

*Yarn and Cloth Construction.* 10 minutes; sale: color, \$90; black and white, \$45. Explains the process by which films are spun and woven into cloth.

*Sharing Work at Home.* 10 minutes; sale: color, \$90; black and white, \$45. When mother becomes ill, a family pitches in to do the work and discovers that cooperation can be fun.

*English Influence in the United States.* 10 minutes; sale: color, \$90; black and white, \$45. Shows how England has influenced our government, culture, and way of life.

Encyclopaedia Britannica Films, Inc., Wilmette, Illinois.

*Cattle Drive.* 10 minutes; sale: color, \$90. A realistic picture of one of the exciting phases of America's meat industry; the work of cowboys as they round up cattle for the big annual drive from ranch to railroad and hence to stockyard centers.

*Italian Children.* 10 minutes; sale, \$45. Pictures the life of an Italian family which lives and works near Assisi.

*Norwegian Children.* 10 minutes; sale, \$45. A day in the life of a family of farmer-fishermen of Norway.

Modern Talking Picture Service, Inc., 45 Rockefeller Plaza, New York 20.

*Newsweek Looks at Life Insurance.* 30 minutes; free loan. The social and economic contributions of life insurance.

United Nations, Department of Public Information, Lake Success, New York.

*The Eternal Fight.* 18 minutes; rental, apply. The work of the World Health Organization for the control of disease.

*That All May Learn.* 19 minutes; rental, apply. The evils of illiteracy are demonstrated in the human, moving story of the exploitation of a Mexican farmer and his family.

*This Is the United Nations—Screen Magazine No. 1.* 15 minutes; rental, apply. The UN story of work in Jerusalem, International Civil Aviation Organization, aid to under-developed countries.

*This Is the United Nations—Screen Magazine No. 2.* 13 minutes; rental, apply. How the UN deals with atomic energy, Children's Emergency Fund, and UN meetings. United World Films, Inc., 1445 Park Ave., New York 29.

*Building a Nation.* 20 minutes; sale, \$100. The story of the modern state of Israel, its historic background, and its present status.

*An Island Nation.* 20 minutes; sale, \$100. Home life, social and economic trends in present-day Japan.

## Filmstrips and Color Slides

British Information Services, 30 Rockefeller Plaza, New York 20.

*Edinburgh—Festival City.* 42-frame filmstrip; sale, \$1.00. Often referred to as the "Athens of the North," Edinburgh is shown as a center of culture whose annual Festival of Music and Drama is an outstanding event for tourists.

Films Incorporated, 330 West 42nd St., New York.

*Map slides.* A series of geo-historic slides for United States History from 1400 to 1783 produced under the advisory guidance of Julian C. Aldrich, vice president of the National Council for the Social Studies. Entire list, 46 slides, \$62.50.

Ohio State University, 14 Page Hall, Columbus 10, Ohio.

*How to Keep Your Bulletin Boards Alive.* 32-frame, color filmstrip; sale, \$2.50. Help in preparing attractive bulletin boards.

Society for Visual Education, Inc., 1345 West Diversey Parkway, Chicago 14.

"Color Slides from Coronet." Write for a complete list of 2 x 2-inch, color slides from the pages of *Coronet*

magazine. Among the sets issued recently are *Discovery—1492* and *They Won the Frontier*.

Stillfilm, Inc., 171 South Los Robles Ave., Pasadena 5, Calif.

*Central America Series.* 6 filmstrips; color; \$18. One each on Guatemala, El Salvadore, Honduras, Nicaragua, Costa Rica, and Panama.

Young America Films, Inc., 18 East 41st St., New York 17.

*Children of Early America.* A series of 18 full-color filmstrips dramatizing important events in U. S. history from 1607 through 1855. Write for a complete list.

## A New Text

Since World War II gave the use of audio-visual materials such a great impetus, there have been a number of textbooks written to serve the needs of teachers in training and teachers in service. The latest of these is a book by James S. Kinder, *Audio-Visual Materials and Techniques* (New York: American Book Co., 1940. vi + 624 p. \$4.75). In this work the author has attempted "to bring together the best modern theory and practice in the use of the newer and more varied instructional materials." What he has succeeded in doing is to provide us with a cyclopaedic summary of thinking in the field plus a practical, down-to-earth spelling out of approved methods, procedures, and techniques.

The volume is arranged in four parts: introduction and philosophy, visual materials, auditory materials, and the administration of the audio-visual program. Probably the most important contribution of the volume lies in its emphasis on the practical. It has some especially pertinent and helpful things to say about the good old standby, taken-for-granted tools of learning, such as the blackboard, bulletin board, graphical visual materials, maps (although this section is all too brief), presentations, displays, and dramatizations. Television, sound motion pictures, facsimile recording, and other modern aids come in for their share of discussion.

This text is recommended for those new to teaching or to those who wish to take a new look at teaching.

## Television Grows and Grows

As one interested in any instrument which promises to vitalize education, the editor of this department was early intrigued by the promise of television. The possibility of being "on the spot" and actually witnessing national and international events of importance, and, more important, being able to bring these events into the classroom when they were actually happening



seemed too good to miss. Early television like early radio has promised much more than it has been able to give. The "Howdy Doody" and "Hopalong Cassidy" type of program along with beer and cigarette advertising has dominated telecasting. As a consequence some educators have come to look upon television as just one more promise probably never to be fulfilled.

Not all educators, however. According to the Federal Radio Education Committee, forty-five colleges and universities, twenty-one school systems, and five medical schools are actually engaged in the preparation of television programs for the air. A recent survey conducted by Dr. Frank Dunham, Chief of Radio in the U. S. Office of Education, indicates that a total of more than 250 institutions or school systems are definitely interested in or are now preparing to produce programs over local TV stations this fall. The city school systems of New York, Buffalo, Cleveland, Detroit, Chicago, Cincinnati, St. Louis, Baltimore, Philadelphia, San Diego, Los Angeles, San Francisco, Milwaukee, Detroit, Columbus, Louisville, Miami, and Atlanta all report active experimentation in the school use of television.

One of the most hopeful indications that television may realize its potentialities is the enthusiastic reception which the telecasts of the United Nations has received in homes and schools. Here is all the drama of international politics brought into the home of our citizens. My neighbor up the street is now as much interested in what goes on at Lake Success as he is in the local baseball team. He thinks Malik is "no dumbell," that the Chinese delegate certainly "lays it on the line," and that Austin should get tougher. What a great educational medium television is and can be! Here is a medium we must learn to use and use well.

### The Indian in Pictures

"The Indians of the Southwest" are the subject of a series of five sets of photographic stills distributed by Harold C. Ambrosch, P.O. Box 98, Glendale, California. Each set contains twelve 8 x 10-inch pictures dealing with "Life of the Navajo," "Life of the Zuni Indians," "Life and Customs of the Hopi Indians," "Arts and Crafts," and "Ceremonial Dances." The photographs cost \$8.00 per set.

Also available from the same source are a series of motion pictures on "Life of the Navajo," "Life of the Zuni Indians," "Life and Customs of the Hopi Indians," and "Ceremonial Dances." These

films are each 10 minutes in length and sell for \$40 each. A series of filmstrips on the Indian is now in production.

### The World in Color

The McGraw-Hill Book Company, 330 West 42nd St., New York 18, recently announced one of the most beautiful and informative sets of travel books this department has ever seen. The fresh view, the exceptionally fine pictures, and the well-told account of these countries will leave the reader with the tourist's enthusiasm for the countries visited. Books on Paris, Italy, Switzerland, and Great Britain are now available and those on the Netherlands, the United States, and Belgium and Luxemburg are now in press. These books average over 400 pages and have about 200 color illustrations, decorative maps, plus water colors, old prints, and black and white illustrations. Students should be enthusiastic about this series.

### Helpful Articles

- Altmann, Yvonne. "Tommy's Brother Sees a Movie." *American Childhood* 36:48-49; September 1950. How a kindergarten class used a movie to motivate desirable behavior habits.
- Brower, Richard. "Minnesota's Two Year Experiment with Tape Recorders." *The Nation's Schools* 46:66-70; September 1950. "A school sends the department [Minnesota Department of Education] its tape, says what program it wants, and pays postage both ways."
- Eiselen, Elizabeth. "Values and Problems in the Use of Color Transparencies with a Source List of Color Transparencies." *The Journal of Geography* 49:200-206; May 1950. "Lack of equipment in many schools is a problem and the poor quality of available slides is a discouraging factor . . . color transparencies are finding an increasingly valuable place in the teaching of geography."
- Flanders, Ned A., and Thelen, Herbert A. "Sound Recording Processes and Equipment for Educational Purposes." *The School Review* 58:258-268; May 1950. A survey and analysis of machines now on the market.
- Kenyon, Raymond G. "Pictures in Your Classroom." *The Instructor* 59:29; September 1950. Explains the various steps in selecting, mounting, and displaying pictures in the classroom.
- McGinnis, W. C. "Now It's Television." *The Journal of Education* 133:152-54; May 1950. "It could be of great educational value but it won't be until it is improved."
- Morlan, George K. "Movies and Mental Health." *The Journal of Education* 133:145-46; May 1950. Reviews of four recent films with comments upon their educational content.
- Nicholas, William H. "Switzerland Guards the Roof of Europe." *The National Geographic Magazine* 98:205-46; August 1950. An exceptionally attractive series of 43 illustrations, 33 in natural color.
- Ward, Winifred. "Dramatics—A Creative Force." *The School Executive* 69:54-55. "A creative play is one of the strongest motivating forces for learning . . . there is no better way to teach understanding, morals, beauty."

# Book Reviews

**A GEOGRAPHY OF MAN.** By Preston E. James with the collaboration of Hibberd V. B. Kline, Jr. Boston: Ginn and Co., 1949. xvi + 631 p. \$4.75.

Underlying every economic, social, political, or strategic problem of our times are the facts of man's relation to the earth. Students who wish to understand modern domestic and international issues must, in consequence, see the pattern of population on the earth in its area relations. These area relations are a result not only of the physical conditions of the land but depend also on the attitudes, objectives, and technical abilities of the inhabitants. Because each of these phenomena differ from place to place, people are unevenly distributed over the face of the earth and encounter unique situations from place to place. Geographers observe and catalogue these facts of area differences on the earth and analyze the significance of areal differentiation. Professor James expresses this philosophy of geography and adheres to it throughout his book.

Professor James describes eight major groups of natural regions. These are the Dry Lands, the Tropical Forest Lands, the Mediterranean Scrub Forest Lands, the Mid-Latitude Mixed Forest Lands, the Grass Lands, the Boreal Forest Lands, the Polar Lands, and the Mountain Lands. Each of these eight groups includes areas in different parts of the world which are similar with respect to surface features and the natural vegetation.

In the first eight chapters of his book Professor James discusses each of the groups listed above in the order named. He divides each chapter into two main sections. In the first he discusses the characteristics of the land, including climate, vegetation, surface features, drainage, soils, and location. In the second part of each chapter the author presents the experiences of human societies in forming connections with the land in each of the groups presented. The characteristics of different cultural modes of living under similar physical conditions are described with clarity and without prejudice.

The final chapter of the book is a discussion of modern industrial society with emphasis on the distribution of raw materials, modes of transportation, and urbanism. The chapter also includes a short description of the British Commonwealth of Nations, the United States of America,

and the Union of Soviet Socialist Republics.

The book is written in a clear, objective, yet interesting manner. It is one of the few books in the field of geography which present a mature, geographic point of view of the arrangement of things on the face of the earth. World patterns are presented in the book, and smaller cultural regions are discussed in light of this framework.

One of the book's strongest points is the excellent material contained in the appendixes. The first of these is a presentation of the basic requirements of maps, map projects, map symbols, and map sources and collections. Part *B* deals more technically with the atmosphere and presents the Köppen classification of climate. Parts *C* and *D* deal with the lithosphere and the hydrosphere, respectively. Statistics and references are included in parts *E* and *F*. A set of 27 plates are grouped in a section entitled Reference Maps. The maps and pictures are excellent and useful in presenting geographic material to classes.

Professor James has made a noteworthy contribution to geography and to college teaching. The book has proved itself successful in introductory classes in geography, in courses in geography for students planning to teach either in the elementary or high school, and at the graduate level in the field of geography for students seeking to gain a reorientation of fundamental geographic principles.

CLYDE F. KOHN

Northwestern University

**LEADERS IN OTHER LANDS.** By Jeanette Eaton, W. Linwood Chase, and Allan Nevins. Boston: D. C. Heath and Co., 1950. xi + 322 p. \$1.92.

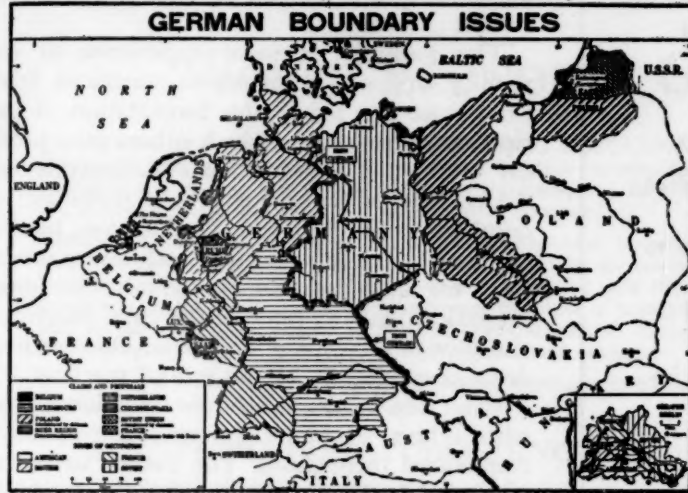
The Foreword of this book reveals that it tells about a number of persons who helped make the world a better place in which to live. Each became a leader because he knew what he wanted to do to help others and would let nothing stand in his way.

Within this volume are the stories of leaders in many fields and representing many countries. These fictionalized biographies are given in chronological order, beginning with Jeanne d'Arc and including Johan Gutenberg, Leonardo da Vinci, James Watt, David Livingstone, Fridtjof

# NEW STRATEGIC AREA MAPS

Edited by Norman J. Padelford, Prof. of International Relations, Massachusetts Institute of Technology

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**STUDENT SETS:** Send for set of 20 of the above maps, 8½ x 11", in binder. Order No. MIT20ra. Price, postpaid, \$1.25.

**DENOYER-GEPPERT CO., 5235 Ravenswood Ave., Chicago 40**

Nansen, the Curies, Sun Yat-Sen, and Gandhi. This book will be welcomed by those elementary teachers who are looking for extensive reading to provide detail omitted in most textbooks.

There are several features which will commend this book to teachers. Each story is introduced with a brief historical summary of the period while it is followed by suggestions for things to do "together" and others to do "by yourself." The print is large and illustrations are definitely part of the text as is shown in the use made of them in the suggested activities. Attention given to vocabulary indicates that the authors are aware of this difficulty in the reading of social studies material.

There is a real need in elementary social studies for reading materials which personalize the past. These stories most certainly do that. However, children must be led to realize that the authors have imagined from reading source materials what the characters thought and said.

*Leaders in Other Lands* would make very interesting recreational reading apart from its intended use in the social studies area.

HELEN E. REYNOLDS

Baldwin-Wallace College, Cleveland

**NATURAL REGIONS OF THE U.S.S.R.** By L. S. Berg; translated from the Russian by Olga A. Titelbaum; edited by J. A. Morrison and C. C. Nikiforoff. New York: The Macmillan Co., 1950. 436 + xxxi p. 23 maps. 81 pictures. \$10.

"The science of geography—in all its aspects—is no new subject in Russia. Even in tsarist days it was well established as a university discipline. . . . Under the present [Soviet] regime, with its concern for inventorying the natural resources of the country and its emphasis on planned economic development, the . . . [earth] sciences have developed rapidly."

Some of the more significant literature resulting from that development is now being translated into English under the sponsorship of the American Council of Learned Societies. Latest among these translations is L. S. Berg's *Piroda U.S.S.R.* This book is the first systematic and detailed physico-biotic description of the vast Russian realm.

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tailed description of the Soviet landscapes. Students of geography and the other social sciences will find this treatment very useful for supplying a physical background for understanding the U.S.S.R. and its current affairs, but will be disappointed to discover that the book makes practically no mention of man, his industries, or his institutions.

GEORGE T. RENNER

Columbia University

**PUNISHMENT WITHOUT CRIME.** By S. Andhil Fineberg. New York: Doubleday, Doran and Co., 1949. xii + 337 p. \$3.50.

The subtitle of Fineberg's book indicates its contents, for it is intended as a handbook on *What You Can Do About Prejudice*. The volume suggests individual and group actions for combating racial and religious prejudice, discrimination, and conflict. Such a book should prove useful to social studies teachers who are searching for ideas for learning experiences which they may include in units dealing with intergroup relations. Many of the author's suggestions will

furnish teachers with ready answers to the sincere question from the high school student aroused about prejudice: What can I do about it? Furthermore, the book abounds with interesting accounts of discrimination and practices which have been used to combat it. Utilization of such anecdotes should enliven discussions in any social studies classroom.

The author's extensive experience as community service director of the American Jewish Committee has led to this formulation of principles and techniques which others may profitably employ. The book deals successively with the current extent and nature of prejudice; discrimination in employment, education, housing, and public accommodations; techniques used by those organizations and individuals who foment prejudice; and the work of the chief individuals and groups combating prejudice. One section is devoted specifically to the role of teachers.

What the reader might do individually and with others to better intergroup relations is emphasized throughout. The author writes in a frank and fresh style resulting in a book which is understandable, for the most part, to better readers in high schools.

Nevertheless, the book should be read critically. Some readers may feel that a "Dale Carnegie approach" to intergroup relations sacrifices principles for the sake of expediency. Fineberg's work is not intended to be analytical, but it contains several questionable, if not contradictory, generalizations. Loosely drawn analogies oversimplify the problems and procedures discussed. There may be those who feel that Fineberg's proposals deal too much with manifestations rather than with underlying causes. Scarcely any reader will agree that all of the techniques for combating prejudice described favorably are socially desirable. Especially suspect, to this reviewer, are suggestions to bar communication media from those critical of minority groups and to withhold certain types of information from the public. Others may regret that the book is confined to racial and religious minorities to the neglect of political minorities, social classes, and economic groups. Some students of society may find it difficult to agree with Fineberg's admonition against all generalization regarding particular minority groups.

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#### AMERICA BEGINS: EARLY AMERICAN WRITING.

Edited by Richard M. Dorson. New York: Pantheon, 1950. x + 438 p. \$4.50.

It is Professor Dorson's belief that the literature of the first full century of American colonial life is the source of important literary and historic materials. This engaging anthology confirms that belief. Professor Dorson, who has made several enlightening studies of American life and literature, in the present volume broadens the horizon from which the seventeenth century American colonies can be viewed.

There is more to the literature of this early period than the fanciful discourses of Captain John Smith and the theological discussions of Puritan divines. The editor has retrieved from comparative obscurity thirty-six writers of the century. With the exception of two French priests, two Dutch travellers, and a Swedish clergyman, all of them were English-born settlers or the children of the first generation of the English colonists. Geographically, the narration is limited to subjects of the seaboard area.

These first arrivals in the New World were experiencing something entirely different in their life, surroundings, and activities. Fortunately,

there were colonists who were ready and able to record the unique experiences and observations. Some of their accounts are realistic, some are highly imaginative, but all of them constitute an intimate view of seventeenth century reactions to the colonial existence. The editor has arranged more than one hundred reports into the main subjects of voyages, natural wonders, remarkable providences, Indian captivities, Indian conceits and antics, Indies treaties, witchcraft, and forest wars.

Professor Dorson's perceptive introduction examines the literary output of that period and reveals why it has the form and content that it does. His analysis further shows the historical importance of the economic and social information contained in the century's dozen major works. He also points to the similarity between the early writing and that of later authors. This is a volume, therefore, that cannot be overlooked as a distinct contribution to American cultural history, as delightful as it is informative.

An attractive portion of the anthology is the addition of twenty-six plates of scenes depicting colonial and Indian personalities and activities. These have been reproduced from the original,

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with the distorted perspective and exaggerated detail customary to the time. They have not been redesigned into a style to which modern eyes have become accustomed. There may be some dispute, therefore, with the editor's decision to "modernize" the text by the "elimination of excessive capital letters and italics, the clarification of serpentine sentences, the modernization of spelling, and the excision of long-winded passages."

WILLIAM G. TYRRELL

Columbia University

**LAW AND THE EXECUTIVE IN BRITAIN.** By Bernard Schwartz. New York: New York University Press, 1950. xi + 178 p. \$3.50.

Administrative law in the European sense is a relatively new arrival on the American scene. In fact, for many years constitutional authorities maintained that administrative law would be unconstitutional in the United States as violative of the separation of powers. However, now that the separation of powers has been relegated to the "judicial curiosity shop" and government by administrative decree is becoming more and more

important on both the national and state level, it is very important that students of American administration evaluate and absorb the experience that European democracies have had with this type of governmental instrument.

Mr. Schwartz's book is an attempt to correlate the techniques of British and American administrative procedures. Far too complex and legal for the average student, his study nonetheless merits careful scrutiny by those with a basic grasp and concern for the field. Many American students of public administration have considered administrative law and administrative government as inherently undemocratic, and Schwartz does much to dispel this illusion. A point can indeed be made that the government of Great Britain—which is largely carried on through "statutory instruments" or, as we would call them, ordinances based on delegations of power to the executive by the legislature—is more responsive to the will of the people than our own. Whether we like it or not, we are living in the "Administrative State," and it is vital that Americans develop the techniques for controlling the controllers that the British have evolved over the centuries. Perhaps we will have to do as the British have done and abandon the technique of judicial control for that of political control. In any case, we must seriously rethink our premise that judicial review is the keystone of the Constitution, for the judiciary over the last decade has silently abdicated its throne.

It is interesting that Schwartz does not admit to this judicial abdication. He apparently accepts the Supreme Court's holding in the *Schechter Case* that the NIRA was an unconstitutional delegation of congressional power to the executive as still good precedent. Whereas the Court has never expressly overruled its holding in that case, it has since, e.g., in the *Rock Royal Case*, sustained delegations of power that make the NIRA look trivial.

JOHN P. ROCHE

Haverford College  
Haverford, Pa.

**ON BEING HUMAN.** By M. F. Ashley Montagu. New York: Henry Shuman, Inc., 1950. 118 p. \$1.95.

Late in the last century a controversy started around the pros and cons of "Social Darwinism." The biologist Huxley, the sociologist Spencer, and others, with the exponents of "rugged individualism" rooting from the sidelines, held that



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life was essentially a struggle in which not only the fittest survived, but that to oppose "Natural Law" as defined by them was morally and ethically wrong and could lead only to the downfall of the human species. Thus the laws of the "Market Place" were validated and displaced the earlier Christian ideologies of cooperation and brotherly love.

Montagu on the side of his predecessor, Prince Petr Kropotkin, takes a fresh look at the picture in the light of recent evidence from the fields of biology, psychology, sociology, and anthropology. In a well documented, clearly presented manner, he demonstrates, largely on the basis of biological evidence, that the Social Darwinists made the mistake of restricting their view of vital phenomena, and that if one examines all of the evidence (and Montagu has examined a lot) one emerges with a view of life in which cooperation and altruism, not competition, is the dominant trend.

He quotes some very interesting and highly informative case histories in which there is no doubt but that group living actually confers survival value to the members of the group. Another series of examples are drawn from experiments demonstrating the universality, down to

and including protozoa, of what has been termed "the social appetite." Under the heading, "What Is the Nature of Human Nature?" he classifies "basic needs and their vital sequences" followed by case histories and extracts from current work in child care, sociology, and psychoanalysis, presented in order of the socializing influences which impinge on the human organism from birth to adulthood.

Since a theory of human nature is basic to not only all of the religions of the world but all political, economic, and national ideologies, to say nothing of the philosophies of science, Montagu's book is of utmost theoretical importance. The scientist is likely to ask, "What are the facts?" or "What is the evidence?" the man on the street, "What does this mean to me?" the educator, "What does this tell me of my responsibility to young people?" The man on the street, the educator, and the scientist will find common substance here, for what Montagu has to say applies to all of us.

E. T. HALL, JR.

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